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ABSTRACT

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of humanities careers presents career information on 13 specific occupational areas: (1) Educators, (2) Historians and Archivists, (3) Anthropologists, (4) Economists, (5) Geographers, (6) Political Scientists, (7) Sociologists, (8) Language Occupations, (9) Lawyers, Judges, Paralegals, Legal Secretaries, and Court Reporters, (10) Museum Workers, (11) Philosophers, (12) Occupations in Religion, and (13) Special Librarians. An introductory chapter gives a general overview of humanities occupations: definitions, skills needed, education required, job settings, and problems. Each chapter on a specific area includes general discussion of the field and what people in that field do, description of personality characteristics and interests that are appropriate, education required, types of employers, job forecasts, typical problems and rewards, and sources of further information. Appended is a chart listing nearly 200 humanities occupations with their corresponding functions or skills and level of educational preparation necessary. (JT)

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Exploring Careers in the Humanities

a student guidebook

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1. HUMANITIES OCCUPATIONS
AN INTRODUCTION

What are the Humanities?

If you have a ready answer to this question, many of the nation's leading scholars would like to hear from you. "Defining the Humanities" has been the subject of debate and discussion for many years. A universally accepted definition has not yet been found. It _is_ agreed that people or "human beings" are the central concern of the humanities. Many see the humanities as the study of "what is means to be human."

> I would understand the humanities as giving each one of us some understanding of who we are individually, where we've been, who we are now and where we're going...
>
> -Dr. John Knowles[1]

> [Humanities is]... the record of man's search for answers to the questions that never go out of style, questions about... man's relationship to man and God, one's own identity.
>
> -Evelyn Copeland[2]

If humanities help us define "what it means to be human," what is a humanities occupation?

Defining Humanities Occupations

The U.S. Office of Education, which sponsored the research and writing of this book, groups occupations into clusters, or groups of occupations, requiring similar interests and abilities. Some examples of clusters are: Construction Occupations, Transportation Occupations, Public Service Occupations, Arts and Humanities Occupations.

As of 1971, the Humanities cluster included only two (languages and history) from our present list. Then, Congress created the National Endowment for the Humanities. Public Law 89-209 includes in the humanities:

> Language, both modern and classical; linguistics, literature; history; jurisprudence; philosophy; archeology; comparative religion; ethics; the history, criticism, theory and practice of the arts;

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[1] Dr. John Knowles in "The State of the Humanities," _Change_, Summer 1975, p. 47.

[2] Evelyn M. Copeland, _The English Journal_, March, 1965, p. 183.

humanistic method; and the study and application of the humanities to the current conditions of national life."

We have used Congress' list of humanities fields as the base for the Humanities occupations described in this Guidebook. The accompanying chart shows the occupational fields currently in the Humanities Occupational Cluster. The Humanities occupations are all "people-centered." They focus on people as individuals and in groups. They help us to define, understand, and deal with our relationships to each other and to the world we have structured for ourselves.

We left out psychology and social work because they are not considered a "humanities" field by people working in the field. Some occupations have been omitted because they are included in other occupational clusters. Because our aim is to acquaint students with as many occupations as possible, we have also added to the list approved by Congress. Social sciences were added. Education was added as a separate field because teaching offers the greatest number of jobs for practitioners in social sciences, history, literature, philosophy, and language. Museum workers were also added because museums are essentially "people-centered," preserving and exhibiting the cultural history of human beings.

For our purposes then, the "Humanities" are the occupations listed on the chart. Each occupational field is discussed in some detail in a separate chapter of this Student Guidebook.

Some Definitions

In discussing the Humanities occupational cluster, we use the terms "occupation," "field," "job." In this Guidebook you will also see the words "career," "setting," and "task" used often.

When you think of a "career" you may think of a one-job, full-time profession: a career in law, a career in medicine, a career in education, etc. Would you include a person's part-time hospital volunteer job as part of his/her career? Would you consider a student's night-time waitressing job part of a career? Well, we would.

Here are definitions of some terms used throughout the Guidebook.

Career - All the work, paid or unpaid, full-time or part-time, that a person does in a lifetime.

Occupation - a group of related activities or tasks which are a person's "title." (What is your occupation? I am a teacher. I am an economist. I am an historian.)

Job - usually a more specific term than occupation. (What is your job? I am a first grade teacher. As an economist, I am a financial analyst for Exploso Chemicals. As an historian, I am director of East Chop Historical Society.

Task - A specific activity performed on the job. (I write letters. I punch computer cards. I talk on the phone to clients.)

Setting - Place where person works. (School, factory, museum, government agency)

HUMANITIES OCCUPATIONS

EDUCATION	Teachers Administrators Counselors
HISTORY	Historians and Archivists
SOCIAL SCIENCES	Anthropologists Economists Geographers Political Scientists Sociologists
LANGUAGES	Interpreters Translators Teachers Linguists Language skills in other jobs
LAW	Lawyers Judges Legal Assistants (Paralegals) Legal Secretaries Shorthand Reporters
MUSEUM WORK	Administrators Curators Conservators Registrars Technicians Educators
PHILOSOPHY AND ETHICS	Philosophers
RELIGION	Clergy Religious Brothers and Sisters Missionaries Church Administrators Religious Educators
HUMANITIES LIBRARIANSHIP	Special Librarians

Field - A group of jobs with similar focus which sometimes require similar skills -- the humanities field, the social science field, the field of history.

What Skills are Needed in Humanities Occupations?

Cognitive skills, or thinking skills, are basic skills in every Humanities occupation. The Humanities worker asks a question, or is presented with a problem. He/she must know:

- How to obtain information about that problem
- How to organize the information obtained
- How to check or validate and assign importance to various parts of the information
- How to relate or assemble the information into an answer to a question or a possible solution to a problem
- How to transmit information so that it can be understood by others.

Ideas or words are the "product" of most Humanities occupations. Unexpressed ideas or ideas which cannot be transmitted and understood by others have little value. Clearly, basic language skills -- speaking and expository writing -- are very important to every Humanities worker.

Computer skills and skills in working with statistics are increasingly called for in Humanities occupations as more and more data and information must be organized and studied.

Educational Requirements for Humanities Occupations

The majority of occupations in the Humanities require college, or both college and graduate, or post-college, preparation. Advancement in the field is often related to further or continuing study. Specific educational requirements for each field are given in individual chapters.

Each course of study includes basic courses in language and science. A student "majors" or takes the greatest number of courses in a chosen field, such as economics or history. As the student progresses from one level to the next, education becomes more specialized, more concentrated on one particular subject. In the Humanities, specialized study in some fields such as law, archival work, or museum studies often does not begin until graduate school. A bachelor's degree in any one of the social sciences, history, or English is a good beginning for any Humanities occupation. Each worker in a specialized Humanities field needs to know enough about the other fields to know what he/she does not know. Workers in each Humanities field have need of each other's expertise. Basic acquaintance with other Humanities fields allows the worker to ask the right questions, consult the needed expert, and obtain the needed information.

Humanities majors who include courses in statistics and computer use in their course of study will find the best chances for employment.

Degrees Granted by Post-High School Educational Institutions

Degree	Years of Study After High School	Type of Institution
Associate	2	Community college or junior college, Technical institute
Bachelor's	4	College or university
Master's	5-6	University or graduate school
Doctorate	7-10	University or graduate school

Humanities Job Settings

The major job settings or places where people trained in the Humanities work are: schools, government agencies, private business (including law offices), churches, and museums. If Humanities occupations interest you, but for whatever reasons you do not feel you would be able to complete the educational requirements or develop the needed skills, you might enjoy working in a setting with Humanities practitioners.

Every school, government agency, private research firm, law office, church, and museum needs capable secretaries, administrators, accountants, and maintenance personnel. An interest in Humanities can also lead to many intriguing possibilities for paid or non-paid work as a museum guide, teacher aide, or political campaign worker.

Problems in Humanities Occupations

There are not many members of minority groups in Humanities occupations at this time. Ironically, though many social scientists deal with problems of minorities, minorities and women in their ranks are few. Some professional groups are taking steps to remedy this problem by allowing college entrance for minority members with other than the usual academic background. Affirmative Action programs in Federal government agencies seek to insure equal treeatment and advancement opportunities for minority members and women.

The greatest problem facing most people seeking work in the Humanities is lack of jobs. Job openings have been declining for several years, and unless there is a sudden economic upswing or a dramatic growth in demand for Humanities services, this situation is not likely to change greatly over the next five to ten years. There are presently more graduates in each of the Humanities fields than there are job openings. Consequently, there is much competition for jobs and only the most qualified are likely to succeed. Some Humanities workers have found paid work in unrelated fields while maintaining their interest in the Humanities on their own time. Others are working part-time but are happy to be in the field of their choice.

Humanities Occupations

Ranked from Most to Least Numbers of People Presently Working in the Field

1. Education
2. Religious Occupations
3. Law and Related Occupations
4. Language (Teachers)
5. Economics
6. History
7. Museum Work
8. Sociology
9. Political Science
10. Geography
11. Special Librarians
12. Anthropology
13. Philosophy
14. Language (Interpreters and Translators)

If You Want to Learn More...

This book is only an introduction to occupations in the Humanities to give you an idea of the career possibilities that exist.

Though we have tried to give a broad overview of career possibilities, we were, of course, limited by space, time, and budget. Since salaries are constantly changing and often vary among settings and from one geographic region to another, we have not included salary information in this book. Most people in Humanities occupations receive a salary, but some are in business for themselves and are paid by the hour or for a specific piece of work.

To learn more about all facets of Humanities occupations ask your guidance counselor for materials available in the guidance office about your field of particular interest. There are published occupational briefs which you can send for to gain information about specific occupations if your counselor does not have them available. Ask your school or community librarian for assistance. The Occupational Outlook Handbook published by the U.S. Department of Labor contains much information about occupations and includes salary ranges. There are many books available about specific occupations. Books in Print lists by title and author any presently available book as well as a list of publishers. You can buy a book which is not available locally by ordering directly from the publisher. Reader's Guide to Periodical Literature lists magazine articles under subject headings.

The Encylopedia of Associations lists the many special interest clubs and organizations in the United States. Professional associations are an excellent source of career information.

Most professional associations:

- Publish newsletters which keep members informed about relevant political issues and about new research and developments in the field

- Have placement services which list job openings and which assist members in finding jobs. Membership in a professional association often provides needed "contacts" or acquaintance with other people in the field who can be helpful to a person's career by providing expert information when needed or by giving leads to job openings.
- Try to get public attention for their concerns, interests, and for achievements of members. They lobby for wanted political changes and keep newspapers informed of their views and accomplishments.
- Are interested in the educational preparation for the profession and in recruiting young people.

Many professional associations have excellent career information available on request.

If you want to learn more, the best thing to do is talk with people who work in the field which interests you. Ask questions about what they do during their work day. If they answer, "I push back the frontiers of human understanding," ask more specific questions. "Do you read, write, talk on the phone?" "What do you read?" "What do you write?" Ask if their jobs have any effect on the non-job part of their lives. Ask what you could do now to further your interests -- perhaps a part-time or volunteer job, perhaps some at-home study, maybe visiting for a day in an office or a courtroom.

Lastly, keep your mind open. Though preparation for most Humanities occupations is a long process, you do not have to decide now. Even if you do decide now, you have time to change your mind before you specialize in college or graduate school. For most Humanities occupations, however, you do need to start work now so you will be qualified for college entrance. Be aware of the possibilities and requirements of each occupation so that when the time comes, you can make an informed choice and be prepared to follow it through.

Some Points to Remember
About Humanities Occupations

- Humanities occupations are "people-centered."
- Thinking skills are important in Humanities occupations. Basic language skills -- speaking and writing -- are needed also. Some computer training is becoming important.
- Most Humanities occupations require further education after college.
- Advancement in Humanities occupations is related to education.
- Jobs are scarce. Competition is stiff. Only the most qualified will win the full-time jobs of their choice. There are limited possibilities for part-time work.
- An interest in Humanities can lead to satisfying leisure activities and volunteer work.

> When I was in college, it seemed to me that I could make one of three choices: I could be a scientist or an artist or I could go into politics and try to improve the state of the world right away. I looked over my assets. I had done enough painting to have reason to think I might become a painter. I was interested in writing and had enough talent so it was reasonable to think I might become a writer. I could talk in public...
>
> It was hard to make a choice. There were so many fascinating things to do, on any one of which one could spend a lifetime... I chose science because I wanted to be sure my work would count. And I turned to social sciences because my interests lie in what happens to people. But the actual choice was still unclear... I discovered in anthropology a fascinating field in which my several interests -- in people, in science, in the fate of human beings, in the arts, in writing, and in speaking, could be combined. I lay awake all one night. By morning I had decided to become an anthropologist.
>
> -Margaret Mead[3]

Though you may not make as dramatic and clear-cut a choice as Margaret Mead, you too have many abilities and many choices to make in pursuit of your career.

---

[3] Margaret Mead. Anthropologists and What They Do. New York: Franklin Watts, 1965. pp. 156-58. Copyright 1965 by Franklin Watts, Inc. Used by permission.

2. EDUCATORS

All of you know teachers, and other educators such as counselors and principals. Some of you have even thought that you might want to become a teacher yourself when the time comes to earn a living, or at least, you've heard adults say about you, "Oh, she's so good with children, she should go into education," or "He's such an idealist [whatever they mean by that!] he should be a school counselor or something" or perhaps with a bit of honesty, "He'll never be a pro ball player, but he's too good to leave football -- he should be a coach."

Because education is the most familiar field in Humanities (see page 3 again for a list of fields), we begin this book which explores Humanities occupations by discussing educators. We begin with educators also because most people with careers in Humanities work as educators; lawyers and economists are the major exceptions. "Educators" includes, of course, many people other than those directly responsible for a classroom. This chapter focuses on teachers, however, as most educators are now teaching, and almost all non-teaching educators began their career by leading students in a classroom.

The chapter will answer some general questions about teachers and other educators which junior and senior high school students ask:

- Do teachers and counselors like what they are doing?
- What do teachers do when they aren't in the classroom?
- Why do people become educators?
- What jobs exist in the field of education besides teaching?
- What influence do teachers have over students?
- What are the characteristics of a good teacher? a bad one?
- How much do educators earn?
- What are the possibilities for getting teaching jobs?

We also provide information about careers as educators which students may not have thought about. For instance:

Where do Educators Work?

In prisons, museums, churches, hospitals, factories, book and magazine publishing houses, insurance companies, etc., etc., etc., -- some kind of formal education can and does occur in most every place that brings people together. Most educators, of course, work in schools at one or another level: nursery, elementary, junior high, secondary, two-year college, four-year college, university. There are also educators involved in adult or community school programs, in postsecondary one-year programs leading to a diploma or certificate, in correspondence school programs, and in giving private instruction.

The level at which an educator works can make a great difference in the job. You are aware of the difference just between seventh and ninth grade students! Clearly it takes one kind of educator to work successfully with kindergartners and yet another to teach graduate seminars in microbiology. To the educator, particularly to the teacher, the age or educational level of the student have dramatic effects on the job. Let's follow you as a student to see some of these effects.

How Does the Student's Educational Level Affect the Teacher's Job?

First, little kids: You are four years old with a nose that runs constantly from October 23 to April 25. You like to pretend that you can read, even when you hold the book upside down. You can't ride a tricycle very well (undeveloped big muscle skills!) but you can use a big paint brush without dribbling paint down the page (well developed small muscle skills!) You are shy, but you love group singing that involves moving around.

The pre-school/nursery school or kindergarten teacher needs first to love children and to understand the great differences in physical, social, emotional, and intellectual development among youngsters in any group. Where is this learned? The love can't be, but an understanding of of the differences and of teaching techniques to help two, three, four, and five year-olds grow and prepare for elementary school are learned. Many head teachers at this level hold at least a bachelor's degree from a four-year college; their assistants may have an associate degree from a community college or very, very occasionally only a high school diploma with an intensive course in early childhood development.

The teacher usually has freedom in planning each school day's activities, except that wiping noses must occur every day. A pre-school or kindergarten teacher without enthusiasm for and patience with children of that age group is likely an unhappy person -- so are the children.

Grades 1 - 6: Of course, by the upper elementary grades you can tie your own shoes and blow your own nose! Your personality and academic possibilities are different in each grade, but the older you grow the more important mental achievement becomes over social and physical skills.

Elementary teachers have obtained at least a bachelor's degree in a four-year college or university in order to learn how to teach youngsters the fundamentals of math, language, science, and social studies. Elementary teachers must be certified by the State Department of Education in the state in which they plan to teach. In many school systems, the basic subject curriculum is set for the teachers, who may also be responsible for subjects such as art or music.

Because elementary school students, even in one classroom, range considerably in skill levels, elementary teachers should be super organizers if they want to teach each student at his or her own level. They also need to have warm personalities: an elementary teacher can capture a child's curiosity and love of learning so that it stays for life -- or can kill it forever.

Grades 7 - 9: You are either in one of these grades now, or have left the junior high years behind not too long ago. You are thus familiar with the great variations among students in these grades socially and physically. Because many middle/junior high schools group students according to academic abilities, differences in mental development do not show up in one class; however, most junior high teachers have one or more classes for each of three different achievement levels in the same grade and the same subject. Discipline may require a great deal of attention.

Teachers on the junior high/middle school level usually have a bachelor's degree as do elementary teachers in preparing for their jobs, and they are certified. They may have to know more than elementary teachers do about the subject. They need to love kids equally well, and perhaps have even more patience!

Grades 9 or 10 - 12: Now you are mostly ready to concentrate on acquiring facts, ideas, skills, a trade. You are still changing physically and especially emotionally. You may be hating school and home. You may be leaning on teachers and parents, but you want to be treated like an adult academically. Some of you may be very sure that you want to be an engineer, an insurance investigator, an accountant, a political scientist, a parent and homemaker, a conservative, a liberal, a whatever. Many of you are still poking about, exploring all those roles and worlds ahead of you. But a main function now is to achieve academically.

Increasingly high school teachers have not only a bachelor's degree and certification but also a master's degree (in education or in a subject such as history or biology or forestry) because it is important for these teachers to pass knowledge and skills on to their students. While concern with the student's personality is desirable, teachers on the secondary school level can be committed to the subject as much if not more than to the student. The freedom in planning curriculum and teaching techniques is usually the same as on earlier grade levels in each school district (it depends on the school board, the superintendent, and vocal community residents!)

After high school, community college: Students in junior colleges, community colleges, or technical institutes can take programs which offer job skills in about two years; your education would then be complete with a certificate or associate's degree. However, your plans could be to transfer to a four-year college or university to acquire a bachelor's degree.

Teachers on this educational level still enjoy personal contact with students without discipline problems, but concentrate on academic performance. Because their education must prepare them for intensive skills and knowledge instruction, they have a bachelor's and often a master's degree. There are now many people with Ph.D.'s applying for teaching jobs in two-year colleges.

The four-year college is similar to the university -- teachers are not likely to be greatly concerned with their students' personal growth because their main function is academic instruction -- except that it is still sometimes possible to teach in a four-year college with only a master's degree. The university level teacher (professor) has acquired, with very few exceptions, a Ph.D. or its equivalent.

Academic freedom is highly prized by postsecondary teachers in four-year colleges and universities. These teachers value the privilege of choosing what to teach and how to teach it.

The following chart shows the different levels of education and summarizes our previous discussion:

Level	Degree Granted	Teacher's Educational Preparation	Freedom in Curriculum	Amount of Student Contact
Nursery/ Kindergarten	none	Bachelor's	great	very great
Elementary	none	Bachelor's	medium	great
Middle School Junior High	none	Bachelor's	medium	medium
Senior High	diploma	Bachelor's and/or Master's	medium	medium
Two-year College, Technical Institute	associate	Master's, some Ph.D.'s	medium	medium
Four-year College	Bachelor's, some Master's	Ph.D.'s mainly	great	usually little
University	Bachelor's, Master's, Ph.D. or equivalent	Ph.D. essential	great	usually little

What Do Teachers Do When They Aren't in the Classroom?

All that discussion of differences in teaching according to the student's level of education was necessary before answering further questions. For example, most teachers of pre-schoolers spend a little time preparing special activities, and some time answering anxious mothers' phone calls. But their out-of-school classroom time is much freer than for teachers for grades 1 - 12.

For these teachers, there are meetings with other teachers of the same grade or same subject, meetings with principals and curriculum coordinators, meetings with students who like to hang around teachers and meetings with students who need help, study halls to monitor, P.T.A. meetings, teachers' association meetings, school club meetings after school, school dances and other functions to chaperone, lunch room duty, hall duty, telephone calls from unhappy parents and now and then from happy parents. And for excellent teachers, grades 1 - 12, there are lessons to plan every night for the next school day and papers to grade so that students can get them back right away.

College and university teachers have many of the same kinds of meetings. They also meet to plan college course requirements and to discuss appointments of new faculty members. As a college economics instructor said,

> I didn't realize before becoming a university faculty member the amount of non-teaching activities (keeping records, attending meetings). I had thought a teacher was supposed to spend time teaching students.

These teachers (instructors, professors) usually spend fewer hours per week in the classroom than teachers on the elementary/secondary level. They are supposed to spend their non-classroom working hours conducting research in the subject they teach, and reporting the research results in books or articles in scholarly journals. Working with community groups is another non-classroom activity required of teachers in some college subjects. This kind of out-of-classroom requirement is called "publish or perish." What is means to you, if you are thinking of becoming a teacher, is that if you are teaching on a high educational level, you will spend much of your time away from students reading in your college library or your own home library.

Teachers are like everyone else in the world when they spend time that belongs only to them -- some of them do nothing but sleep, eat, and watch television; others have interests which range all over the place. Teachers as a group (except for college/university teachers, who tend to spend more time in recreational reading) are just as varied as any other group of workers in using their free time. "Free time" for most teachers is limited to weekends and vacations. Good teachers spend even more time after school lets out on homework than you do.

During summer vacations many teachers work at other jobs; in fact, 80% of the male and 44% of the female teachers must earn extra income to supplement their teaching salaries.

Do Teachers Like What They are Doing?

The answer to this question depends greatly on the individual teacher/professor and the school -- and other factors. Some of these factors are:

- Do the students enjoy learning?
- Do discipline problems bother the teacher?
- Is the salary adequate to live on in the community?
- Do people in the community value teaching as a career?
- Is the teacher's subject considered important in the school or college?
- Does the teacher/professor like the subject? like students? like learning?
- Is the building warm in the winter, cool in the summer, and the classroom quiet?

Don't laugh at that last question. The answer can affect the teacher's feelings about teaching, and can make a - not the - difference between good and bad ones.

What are the Characteristics of a Good Teacher? a Bad One?

You and your classmates can make a list for teachers present, past, and future (obviously, "good" or "bad" qualities depend on the needs of the student being taught). Some suggestions with which to begin your list are:

Good Qualities

- Teachers give time to students after regular class or school hours.
- They have a sense of humor; they can see the lighter side of any situation.
- When necessary, teachers can put themselves at the same level of the students; they remember what it's like to be a student.
- Teachers/professors have compassion for pressures on students (other homework, home life, social life).
- They are organized so that students know exactly what the teachers expect of them.
- Teachers will ocasionally abandon the lesson of the day to chat and to reveal something about themselves as people, not just teachers.
- They will use a variety of teaching techniques; they do not always lecture.

Bad Qualities

- Teachers do not explain subject clearly or thoroughly; they are lazy.
- Teachers seem to need to feel superior by not admitting that they are wrong about a particular point.
- It is apparent that teachers do not like being teachers.

It is fine that suggestions for good qualities outweigh those for bad! You can, of course, add to either list.

Why do People Become Educators?

Some people choose teaching because the field of education offers security. In most public school systems, a teacher who is hired for a fourth continuous year obtains "tenure," which means that he or she cannot be fired without an extremely good reason, (for example, being absent very frequently). On the postsecondary level, teaching time before obtaining tenure is usually longer -- up to six or seven years. Having tenure gives a teacher a great sense of security, for even in times of a poor economy the tenured teacher is assured of a job (the situation may change, however; some colleges now offer contracts to teachers for periods of several years rather than tenure until retirement).

Recognition is also an important reason for becoming a teacher. The teacher may not earn as much as the plumber, but the community still recognizes the teacher's job as being one of special importance.

Many people become teachers for reasons unrelated to money or recognition. A high school art teacher, for example,

> just slid into teaching. It was a way of supporting myself while painting. I found that I liked teaching. It helps my work as an artist. Teaching also helps balance the loneliness of being an artist.

A person who trains high school teachers in film and other media became a teacher "because a teacher is needed. I have a need to be needed."

Other teachers become educators because they admired a high school or college teacher. " I saw someone who was absorbed in the subject and that absorption became a model for me," explained a college sociology teacher. "I always felt that I had more in common with teachers than I did with business people. The goals of the academic community -- pursuit of knowledge, exchange of ideas -- appealed to me," a college history teacher said.

Another kind of reason for becoming a teacher is explained by these words:

> I had an early urge to create. In the classroom, I discovered a talent for creativity involving young people from which I receive satisfaction unrelated to money. After 30 years of teaching, I have never regretted this choice. (High School Humanities Teacher, Arizona)

Sometimes people wishing to become teachers have to argue with their parents about the choice. Parents will be against teaching partly because many teachers could earn more money working in other occupations.* In the case of a special education teacher who works with mentally retarded students, her parents objected to her becoming a teacher because, "they did not want me teaching 'funny' kids. They said there would be no jobs."

The outlook for teaching jobs these days is a serious problem on all levels of teaching.

What are the Job Prospects?

Three problems face people who want to become teachers. One is that fewer children are being born. With fewer students to educate, the people who run nursery and

and elementary schools, high schools, community colleges, four-year colleges, and universities are hiring far fewer new teachers. At the same time the educational institutions which train people to become teachers are generally continuing to train more teachers than there are available job openings. A third problem is that in a poor economy, teachers presently holding jobs are keeping them, rather than trying new school systems or other kinds of jobs.

So there are more qualified teachers available for jobs than there are jobs for the teachers. This problem will most likely continue through the 1990's. From the student's point of view, the oversupply of teachers can be useful. For example, teachers are generally now moving into all parts of the country -- whether inner city, suburban, or rural -- to find jobs, instead of staying in the town where they were brought up or where they received their teacher training. The student in the inner city can learn new ways of understanding people from a teacher who grew up in a rural area; the opposite is equally true.

But for the person who wants to become a teacher, the lack of jobs is discouraging. Many people who are now teaching say:

> There are already too many teachers. There is little job turnover. The job market for special teachers, such as reading tutors, depends on whether the U.S. Government will give local school systems money for these jobs. (Elementary reading tutor, Vermont)

> Don't go into teaching unless you are committed to it and can show superior ability. Otherwise you will feel tremendous problems of job security that will make the extra years of training useless. Find out about what prospects there are for jobs available in a particular subject. (College history teacher, Virginia)

The U.S. economy, the world situation, Federal funding of special programs, and society's attitudes toward education can affect the number of teaching jobs available. In these days, for example, a reading specialist says that better prospects exist for her field than for regular classroom teachers. That is because society is now recognizing the need of some students for extra help with reading, usually in very small groups of students working with a specially trained reading teacher. However, the situation could change. If the state or U.S. Government stopped paying for special teachers, then the jobs might not exist. Local communities are often unwilling or unable to provide money for special teachers out of local taxes.

Some educational areas have more openings now than others for teachers. An area often mentioned is vocational education and industrial arts. Another area is special education, particularly for teachers who work with severely mentally or physically handicapped students. Media teachers believe that the high school and college interest in film and television will increase the demand for people specializing in media. Knowing a language in addition to

English is a help in getting a teaching job.

A hopeful note exists for qualified teachers who are members of minority groups. Public school systems which strongly emphasize equal employment opportunities are seeking qualified blacks and people with Spanish surnames (particularly if they are fluent in Spanish).

In the future, there may be more jobs for physically handicapped people. Schools and colleges which receive funds from the Federal government will be required to open opportunities to qualified teachers and administrators who are physically disabled. Presently blind teachers, people with hearing problems, and wheel chair users are successfully working as educators.

On the college and university level, equal employment laws are opening more teaching and administrative jobs to women. However, there are departments in colleges and universities which still resist hiring women and giving them tenure.

On all educational levels, educators may find that a larger number of openings in their particular field exist in rural areas. Some teachers seek jobs in foreign countries, such as Australia. Others work for the Federal government, teaching for Vista, the Peace Corps or children of service men and women in Armed Forces schools.

In summary, for most people wanting to teach -- from nursery school all the way through the university level -- the job outlook simply is not good. Finding a teaching job is going to be tough for many, many years.

How do People get Teaching Jobs?

Sometimes elementary and secondary teaching jobs, including opportunities in other countries, are advertised in the want-advertisement section of big city newspapers. Often jobs for all educational levels are advertised in special newspapers and journals which are aimed at educators. The career placement office of the college where a teacher has prepared will have lists of some job openings in the immediate geographical area. The local office of the state's Department of Employment may have some teaching jobs listed; the State Department of Education should have job openings listed.

An elementary teacher aide recommends:

> Nowadays, getting a job is by knowing people because there are more teachers than jobs. I would go directly to the person I want to work for, and not to the personnel office of a school system.

Often, if an applicant makes it to the interview stage, sincere enthusiasm is a plus.

> Get on the substitute teacher list. Then impress a teacher or administrator in the system. Make contacts and use them. (High school Humanities teacher, Arizona)

> Unless you can get into and do well in one of the best universities in the country, don't try to get a college teaching job. Unless you can publish

> your dissertation, don't take a job at a university. (College English teacher, California)

The student considering becoming a college teacher must choose both his undergraduate college and graduate school very carefully. Graduate schools in particular are ranked according to the academic excellence of particular departments. The colleges hiring the Ph.D.'s from graduate schools can be very choosy about which school's candidates will be hired, because there are more people with Ph.D.'s seeking jobs in most fields than there are postsecondary teaching jobs available. For example, the young woman who wants to teach geography on the college level needs to investigate which undergraduate schools have excellent geography departments in order to be admitted to one of the top graduate schools in geography; without attending one of the top schools her chances of getting a teaching job are very slim.

How do Teachers Move Up?

Even in today's tight job market, people do get beginning teaching jobs on all educational levels. Some of these teachers advance. Obtaining tenure is one important mark of advancement in a teaching job. Being recognized as a superior teacher by students or administrators is another mark. Being given teaching salary increases for taking additional courses is yet another. Moving into administrative jobs, which generally involve higher salaries and often require special courses in educational administration (except on the postsecondary level), is still another way of advancing.

On the elementary and secondary levels, administrative jobs such as curriculum coordinator, principal, assistant superintendent of instruction, director of counseling services, and superintendent are challenging and important positions. The competition for the jobs is great. The people holding them have more flexibility in the daily schedule than do classroom teachers, but they will also spend more time at community meetings to explain the school programs. A disadvantage to being an administrator, according to a music teacher is:

> While I would have more influence over the music program as coordinator for the whole school system, I would have far less contact with students.

As explained before, career advancement on the four-year college and university levels requires a Ph.D. degree and also publication of scholarly research. The faculty member hired as an instructor may be promoted to assistant professor without publishing, but it has become increasingly difficult to obtain the next promotion to associate professor without having published an article or book in the subject area being taught. Faculty members who do not become associate professors are dropped without being granted tenure, and must seek teaching jobs at other colleges or universities. The highest level on the postsecondary career ladder is full professor. Professors can become deans and college presidents.

What Kinds of Jobs are Related to Teaching?

For the person interested in education who cannot or does not want to get a teaching job in a school setting there are other related areas. One large and interesting area is in training workers for businesses.

Most large manufacturers and business firms have a training department. The people in this department are responsible for providing new employees with job skills or with an understanding of the company's policies and procedures. They write instructional materials, prepare films, and plan courses. The training department often is also responsible for human relations workshops, to help people work together more smoothly.

Another educational job is in college administration. The heads of academic departments and deans are faculty members with a Ph.D. in a subject area. However, there are many non-teaching positions. For example, every college has a development office to raise funds, a registrar's office to keep student records, and a financial aid office to help students get financial assistance. Most colleges have an alumni office, a public information office, and a job placement office. All of these offices have administrative jobs for people who like working in an academic setting but do not desire to obtain the Ph.D. necessary for teaching. In some colleges, administrative jobs require special experience: for example,the director of the public information office which publishes catalogues would most likely expect editorial experience when considering new employees.

People with a background in education can work in publishing companies as editors; indeed, textbook publishers usually require that the editors have had teaching experience. Textbook publishers also hire educators to sell textbooks to schools and colleges.

Museums employ people with educational background to put on programs for visiting school students, and to prepare exhibits. Supervising volunteers in a museum (or in any setting which uses volunteers) is a job suitable for a person with teaching experience.

Research firms specializing in educational problems, and state and Federal offices or Departments of Education, are further sources of jobs related to teaching. These jobs will involve research or administrative skills, in addition to a teaching background.

If You Want to be a Teacher

While teachers have all sorts of advice for young people who are considering the educational field as a career, a very concrete suggestion for potential elementary and secondary teachers is:

> Try to observe or volunteer in classrooms with very good teachers. Attend a college with an education program that involves interning or working in classrooms right from the beginning ...think about whether there are any jobs in the field.
> (Elementary teacher, Vermont)

Right now as a junior or senior high school student, you can talk to all the different kinds of educators in your school system about their work. Talk to college teachers and administrators, too. These people will be pleased to answer your questions. Watch them in action, too, and as you observe, think about whether you would enjoy doing each job. By volunteering to tutor younger students, you can get some actual teaching experience.

Many books have been written about teaching, but two may be especially interesting to people thinking about education as a career:

Up the Down Staircase. B. Kaufman. Englewood Cliffs, New Jersey: Prentice Hall, 1964.

Teacher. Sylvia Ashton-Warner. New York: Simon and Schuster, 1963.

Sources of Additional Information

American Association of
Community and Junior Colleges
One Dupont Circle, N.W.
Washington, D.C. 20036

American Council on Education
Publications Department
One Dupont Circle, N.W.
Washington, D.C. 20036

American Association of School
Administrators
1801 North Moore Street
Arlington, Virginia 22209

American Federation of Teachers
1012 14th Street, N.W.
Washington, D.C. 20005

American Personnel and Guidance
Association
National Career Information
Service
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

National Education Association
Customer Service
1201 16th Street, N.W.
Washington, D.C. 20036

Phi Delta Kappa
8th and Union
Bloomington, Indiana 47401

Occupational Outlook Handbook. Washington, D.C.: U.S. Bureau of Labor Statistics.

Work Briefs (Junior High Level). Chicago: Science Research Associates, Inc.

#319 Teacher Aides, 1972
#219 Nursery School Teachers, 1972
#175 Kindergarten and Elementary School Teachers, 1972
#320 Teachers of Exceptional Children, 1972
#150 High School Teachers, 1972
#148 Guidance Counselors, 1972
#69 College Teachers, 1972

3. HISTORIANS AND ARCHIVISTS

Deborah Sampson served as an infantry soldier with the Fourth Massachusetts Regiment in the Revolutionary War. During her three years in the Continental Army, she was wounded twice. In 1783, at the age of 23, she was honorably discharged.[1]

What's that again? Some people might dismiss such a tale as "nonsense," others might accept the story as told. An historian would be curious. The historian would want to know more about Deborah, to check the facts, to learn about her childhood, or her life before the war. Where would the historian begin?

Historians Research

A lot of careful, time-consuming research is necessary to uncover the facts of history. The historian's first clue might be the statement that Deborah served with a Massachusetts Regiment. Military records of the time might answer some of the following questions. Where did she enlist? Where did her regiment travel -- to major conflicts or along country roads unnoticed? Was she issued a uniform and bayonet? Hospital records of the early 1780's could reveal the length of her stay and the seriousness of her wounds. Perhaps some of her letters to anxious relatives still exist. Perhaps she is mentioned in the correspondence of her companions, or her company commander.

If the historian asks, "Where did Deborah come from and why did she enlist?" further search will be necessary. Records of birth, of churches, schools, or courts might offer clues. Actually Deborah unknowingly did historians a great service by keeping a diary for most of her young life. In it she writes that she was angry because her two foster brothers had died while fighting in Virginia. She became determined to carry on their fight. And fight she did, until 1783. In 1783, a case of typhoid removed her from active service and revealed that a soldier, using the name Robert Shurtleff, was actually Deborah Sampson who had done noble service to her new nation. A citation from the

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[1] George V. Rogers. "Women's Liberation, c. 1781." The New England Galaxy, Vol. XVII, No. 3, Winter 1975.

Massachusetts legislature, approved by John Hancock, exists to confirm this fact for today's historian.

But the historian, still curious, probably has more questions. What happened to Deborah when her military career ended and she had obviously received a good deal of public attention? Were there books written about her, or newspaper articles? Did she talk at local citizens' meetings? Did she receive any veteran's benefits? Did she work for a business? The historian, still searching, might consult newspapers of the time, government records, business accounts, town tax records, or census reports. Throughout this search the historian has taken notes, citing the sources (exact titles of records, books, etc., their date and place of publication) studied, and the information found in them. This will be an aid if the historian wishes to return to the notes later, if further questions arise or if other historians wish to consult the documents.

> To disengage what is true from what is of doubtful authority; to separate the real from the fictitious; to disentangle the facts from the fancies with which they have been mingled is the design... But to draw the line accurately between the two has been no easy matter.[2]

Historians Analyze

Although the historian has done an enormous amount of research, the work is not yet complete. The findings must be analyzed. Were the books and records accurate? Did the Town Clerk, when copying the records of the 18th century, make an error? Could a diary written on chemically treated paper belong to someone living in 1815? The historian calls upon his/her own education and knowledge of a certain period of history, a certain geographical area, or an institution, such as the army, to verify some findings. Presently accepted historical fact is compared with the fact presented in the sources at hand. If Deborah's diary stated that the major

An Historian's Sources

- Primary Source - an account of an event by a participant or eyewitness--could be in the form of a photograph, a diary, a letter, or a tape recording, etc.
- Secondary Source - information about an event compiled by someone not present when the event occurred-- could be in the form of a book, a newspaper article, the script for a play, etc.

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[2] James Adams Vinton. Life of Deborah Sampson, the Female Soldier of the Revolution. Boston: J.K. Wiggins and William Parsons Lunt, 1866. As quoted in Rogers, "Women's Liberation, c. 1781."

fighting of the Revolution occurred just off a Los Angeles freeway, the historian would have good reason to doubt her story. References and other books on the era or subject are consulted. An expert in a related field, such as Massachusetts history, might be called on for help or a scientist might assist in determining the age of the paper on which the accounts are written.

Historians Interpret

Convinced that the research has been thorough and that dates, events, people, and institutions are described accurately, the historian presents the facts and interprets the story which has been discovered. The story might be told through a book or published article, through an oral report to other historians, through an exhibit or through a classroom discussion. The facts of the past may tell us more about a certain part of our history, our government, or our social customs. The historian may relate past events to current ones. Deborah Sampson's experiences and feelings in the 1700's may help us understand the women soldier of the 1970's. The historian may interpret Deborah's story to give us a fresh view of our military forces; to the historian the past is not stale stuff.

The Tasks of an Archivist

Chances are the historian would not have been able to unravel Deborah's story without the help of an archivist. An archivist identifies and acquires original documents. Original documents are created by participants in, or eyewitnesses to, events. These documents could include letters, diaries, records of businesses or individuals, maps, photographs, films, sheet music, recordings, and in recent times, computer cards. The archivist must decide which materials will be most useful to the particular collection being maintained. A letter from George Washington which inquires about the health of a friend would not necessarily belong in an archival collection focusing on his early military campaigns. The authenticity of materials to be entered in a collection must be checked. Obviously a note from John Hancock to his lady-love on the back of a bus schedule would not be authentic; other materials may require the archivist to select methods to determine the dates of old papers.

Documents acquired through gift or purchase must be preserved for future use. If pages are crumbling, or colors fading on maps, the archivist arranges for appropriate repairs. Next, the archivist chooses an effective way of

Valuable Archives Need Protection

> Under the dome...of the National Archives... the great documents of America's formation, written in flowing script on sheets of parchment, are permanently displayed. The pages of the Declaration of Independence, Constitution, and Bill of Rights are sealed into individual bronze and glass cases in which air has been replaced by protective helium. Light filters prevent fading. At closing time, the documents are lowered from their marble setting into a vault below the floor.[3]

presenting the various documents, photographs, or recordings. If some hand-written letters are to be presented in book form, the archivist may choose to reproduce them photographically to show the author's nervous and scraggly script. Or, after careful editing, the letters may be printed so that their content can be easily read. Sometimes exhibits are set up for the public. Brochures are written to explain the display or the display itself has notes telling the background and date of each document.

Archivists assist researchers to locate and use documents. Another responsibility of the archivist is alerting the public to the availability of collections. For this reason archivists write articles for magazines which circulate to those working in the field of history, and publish catalogs listing the materials in a particular collection, museum library, historical society, or government agency.

Personality Characteristics of Historians and Archivists

Curiosity about the past and patience to do careful and detailed work are characteristics of workers in the field of history. Organizing a complete and accurate story of the past from many separately discovered facts is a time-consuming task. Self-discipline is required to do thorough research work and to spend many hours working alone. Good communications skills are necessary in presenting research results to others. A cooperative spirit helps when research is interrupted to help others find useful materials.

What Education is Required?

Future historians and archivists must be willing to spend years in training. A college degree is necessary for all historical work, preferably with a major emphasis on history accompanied by courses in the social sciences -- anthropology and sociology, for example.

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[3] National Archives General Information Leaflet No. 1, 1974.

Some training in statistics and computer methods is a benefit when looking for a job. When a student receives a degree from a four-year college, the job hunting can begin. There are not a great many jobs for those entering the field.

If education courses were taken, a new historian might teach in a junior or senior high school. Others might get a job as a guide or interpreter at an historical site, as a research assistant in a museum, or as a genealogist. Another possibility is to work at collecting, preserving, and cataloging as an assistant to an archivist.

With further study and the receipt of a master's degree in Archival Science, a newly graduated archivist could look for a job with a government agency, a historical society, or a private library. Training in public administration is an asset when applying for a job with a government agency.

Nearly all historians and archivists who teach in colleges and universities have completed a doctoral degree. They have a broad background of knowledge and are specialists in one particular area of history or archival work. Most present historians specialize in a facet of United States history or European history. Areas of specialization may be as diverse as colonial agriculture or the rise of industrial unions. With a master's degree an archivist might find a position as a curator of manuscripts in an historical society; an historian with a newly earned doctorate might find a part-time teaching job in a college or university, or a position in a museum or historical site.

Where Historians and Archivists Work

Most people working in the history field are teachers in colleges and universities; some teach in high schools. Many archivists and historians work for the Federal Government, for Departments as diverse as Agriculture and Defense, for the Departments of Labor and State, and for the Smithsonian Institution. The National Archives and Records Service administers Presidential Libraries, 15 Federal Records Centers across the country, and the National Archives in Washington, D.C.

Some historians and archivists are also concerned with the present -- with keeping daily records of government regulations and proclamations. They decide which of the mountain of papers accumulating daily should be saved, micro-filmed, put in computer memories, or thrown out like yesterday's newspaper.

Archivists and historians are employed in the thousands of State and local historical societies across the country. They work for museums, for libraries, for historical sites, and for genealogical societies which trace the history of families through many generations.

Historians and archivists keep the record straight for State and local governments, for businesses, and occasionally, for labor unions, churches, or private associations. A few historians advise film and theater companies which are dramatizing historic events or people from another century or decade.

Most jobs are done in office conditions with regular hours, though the demands of teaching and research occasionally require long and irregular hours.

Historians who work as directors of historical societies and heads of departments in colleges and universities have many demands on their time. Though the desire to do research work is often first, much time is spent answering correspondence, coordinating and supervising staff activities, and representing the school to the outside world.

Archivists and historians may combine work in different places. One might work part-time in E. Cupcake Historical Society while teaching a course in history at W. Cupcake University. One may work part-time at a historical site or museum while writing a textbook. Historians and archivists also may change jobs because of economic necessity, to find more satisfying work, or to take a job with greater responsibilities. An assistant director in a small museum might move to a larger museum where he/she would become head of a division. An opening with the National Archives might lure a professor from teaching.

Some historians and archivists become journal or book editors. Some may retire to write the definitive historical novel telling of Henry VIII's devotion to his seventh wife; and some may get unrelated jobs and use their leisure time to do volunteer work related to their training. The Kennedy Library and American Antiquarian Society, for example, find volunteers an invaluable assistance.

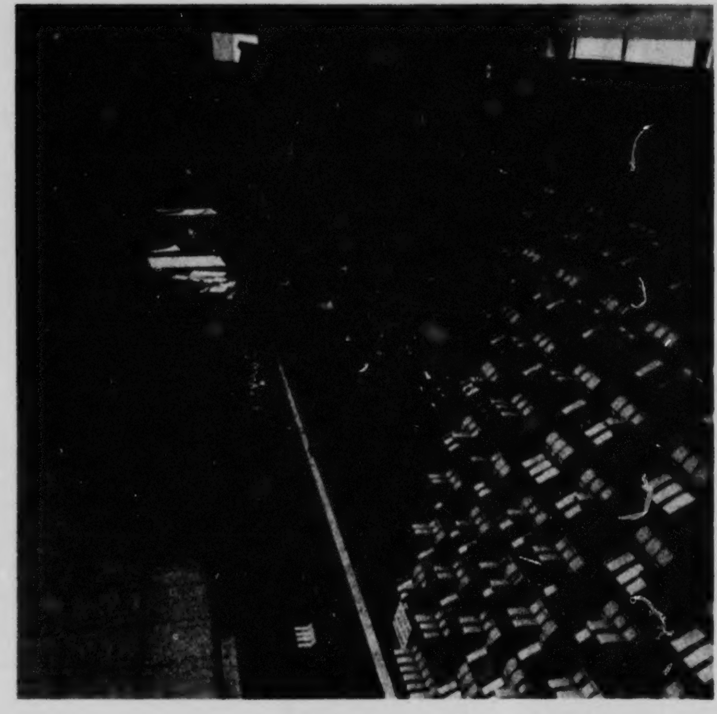
Jobs are Scarce Now

College and university teaching positions in history are very difficult to find. Many graduate students hear about openings from their professors who have in turn heard of openings from friends teaching in other schools. Job openings are often posted at conventions of historians and archivists, and openings are sometimes listed in the newsletters of professional associations -- the American Historical Association, American Association for State and Local History, and Society of American Archivists.

Membership in professional societies is a good way to keep up with new developments in the work of others. The societies also keep members informed of possible influences on the field such as new discoveries, the availability of government funds for research, or new teaching methods.

The Future is Not Rosy

Unless dramatic changes occur in the next few years, finding a job in the field of history is likely to be very tough indeed, even for those with a doctoral degree. Jobs in teaching are particularly scarce, but other areas may be emerging. The National Historical Publications and Records Commission has had funds authorized by Congress to help states organize and preserve vital records. Many people now in the field feel that future jobs will be available in records management for cities. Many cities and states have not kept pace with the growing mounds of records on our births, marriages, divorces, taxes, dog licenses, etc. Those trained in computer methods of



Jobs are scarce now. Future historians and archivists with computer training may find jobs managing the many records kept by state and local government agencies.

cataloging will help to reduce all that pile of paper to printouts of needed specifics. Archivists will be needed in some business and manufacturing firms as awareness grows of the importance of historical record-keeping. Historians are being asked to investigate and write the histories of corporations. Doing work on a short-term basis, as one archivist did for the American Chemical Society, may be an increasing source of work in the future.

There are Rewards -- and Annoyances

Keeping alive an accurate picture of the past, or origins, traditions, people, and events is satisfying to historians. An archivist expressed his feelings this way:

> It is exciting to work with documents that are an important part of our national heritage, to help protect and conserve them, to lead others who need them to work with them, and to contribute in this fashion to historical scholarship.

On the other hand, he said,

> The work is occasionally lonely and sometimes (rarely) one must help persons who are unpleasant.

Sometimes the work is tedious and sometimes the facts do not support the point one might like to make. For example, an historian may not want to believe that many colonial leaders were loyal to King George during the Revolution.

Problems often arise when people feel they have a right to remove an important document from an archival collection for study or display. The archivist must weigh the responsibility to preserve a collection against the responsibility to let people use the documents in it. Deciding what to keep in an archive sometimes presents problems. Controversy arose recently over the possible disposal of Selective Service draft records by the Department of Justice; historians and archivists feel these records would be valuable to future research.

Work in History is Not Dull

> They [the documents] capture the sweep of the past: slave ship manifests, and the Emancipation Proclamation; captured German records and the Japanese surrender document from World War II; journals of polar expeditions and photographs of Dust Bowl farmers, Indian treaties making transitory promises; and a richly bound document bearing the bold signature 'Bonaparte' -- the Louisiana Purchase Treaty that doubled the territory of the young Republic.[4]

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[4] National Archives General Information Leaflet, No. 1, 1974.

Try Some Historical Research on Your Own

You might try some historical research of your own. Choose Great Aunt Gladys or some other member of your family and ask your parents about her. The town where she lived probably has a copy of her birth or immigration record. Perhaps cousin Horace has kept some of her old correspondence. Try to write a short history of her life or construct a family tree to see where you fit in. Visit your local historical society to see what types of materials it has, Ask the town or city clerk how old records are stored. Search your attic or cellar for letters, pictures, or clothing which might tell you about earlier parts of your parents' lives. Interview older residents of your neighborhood to find out how the street where you live looked 30 years ago. Or try your hand at recording living history: write about a day in your life that would help someone 50 years from now to understand the 1970's. And if you are curious, you might want to visit Sharon, Massachusetts, where Deborah Sampson Gannett is buried and where her home still stands.

> When a society or a civilization perishes, one condition can always be found. They forgot where they came from.
>
> -Carl Sandburg[5]

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[5] Motto of the American Association for State and Local History.

Some Points to Remember About Historians and Archivists

What is a historian?

A person who searches for facts about people, places, events, and things, and then puts the facts together to tell a story. The historian often studies the past, but the past is not always "old." A record of what happened to you in the sixth grade is part of history.

How does a historian find facts?

By checking, re-checking, and comparing:

- Business, government, church records
- Diaries, letters, photographs, recordings
- Books, magazines, newspapers
- Work of other historians and archivists

What is an archivist?

A person who: Collects
Arranges
Preserves
Exhibits
Helps others use
Writes about
historical documents

Where do historians and archivists work?

The greatest number of historians are teachers. Others work in offices in:

- Museums
- Government agencies
- Libraries
- Historical societies

A few work for:

- Churches
- Labor unions
- Film and theater companies
- Book publishers

How do you become an archivist or historian?

By taking the college preparatory course in high school
And history courses during four years of college
And more specialized courses for several years
after college

Are there any jobs for people who like history but don't go to college?

Sure, there are interesting jobs as:

- Museum guides
- Library aides
- Workers in historical societies

And, on your own you can visit historical sites, read books about the makers of history, check on your family tree.

Are there many jobs for historians and archivists now?

No, very few. It is particularly difficult to find a teaching job in a college or university.

Where are the best opportunities for jobs?

After college and graduate study, look for a job helping the government keep its records straight. If you have some computer training you'll be hired sooner.

Are there any disadvantages in the work of historians and archivists?

As we said before, work is hard to find. Research is often a long and sometimes boring process. The work is very detailed. A lot of work must be done alone and when you do consult other people they are sometimes unwilling to share information.

What do historians and archivists like about their work?

- Preserving part of the past
- Fitting puzzle parts together to form a complete picture
- Finding new knowledge of the past that helps people understand today

Sources of Further Information

- American Historical Association
  400 A Street, S.W.
  Washington, D.C. 20003

  As of early 1976, a booklet on careers in history was being prepared.

- American Association for State and Local History
  1315 Eighth Avenue, South
  Nashville, Tennessee 37203

  "Careers in History with Historical Organizations." Free brochure.

  A wide variety of technical leaflets -- from "Identifying Axes, Adses, Hatchets" to "Projects for Young People" is listed in "Publications for the Profession." The list is free. Each leaflet is 50¢. While some leaflets may be very technical, just the listing of topics gives an overview of tasks carried out in historical organizations.

- Society of American Archivists
  The Library, P.O. Box 8198
  University of Illinois at Chicago Circle
  Chicago, Illinois 60680

  Education Directory - Careers and Courses in Archival Administration. Free booklet.

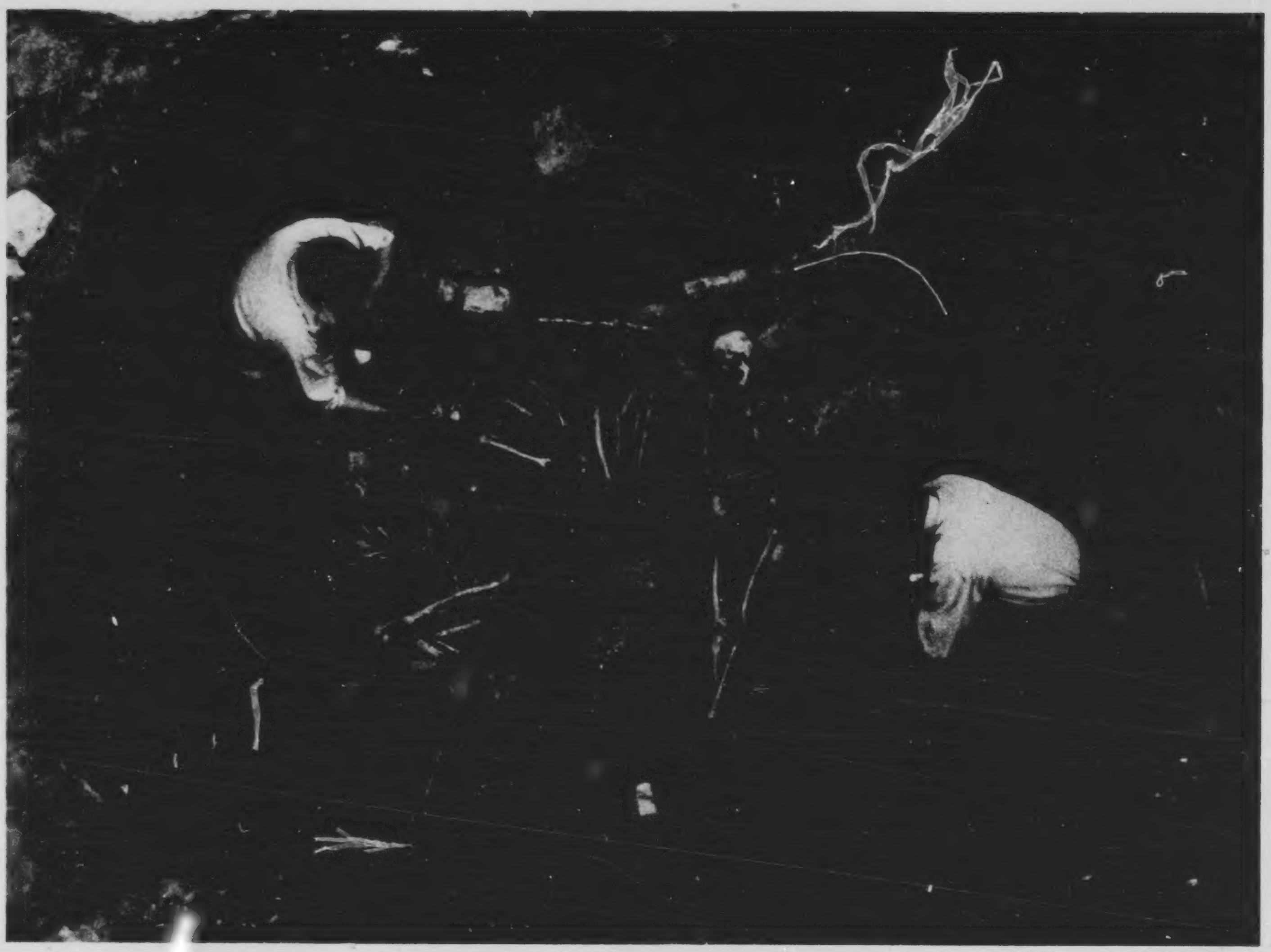
- American Antiquarian Society
  185 Salisbury Street
  Worcester, Massachusetts 01609

  Free brochure describing the society and its vast holdings.

- The Genealogical Institute
  10 South Main Street
  Salt Lake City, Utah 84101

  Various charts, outlines and worksheets to aid in tracing a family tree

- National Archives and Records Service
  General Services Administration
  Washington, D.C.



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4. ANTHROPOLOGISTS

> Anthropologists deal with everything about a people -- what they look like; their physical measurements and blood types; where they came from; what they believe about their past; how they bring up their children; what they make and what they buy from other people; what they sell and what they inherit; what they think of as beautiful and what they reject as ugly; and where they believe their souls go when they die.[1]
>
> -Margaret Mead

When a recent space probe was launched toward the outer planets, it carried with it a message to whatever intelligent life might exist on worlds other than our own. The message was not written in any language as we know it, but in symbols or marks that might be interpreted by a being who can reason. A diagram of our solar system and drawings of the male and the female body were included as part of the message. If this message is ever received, it will probably be studied by Venusian anthropologists.

Physical Anthropologists

The physical characteristics of people, their bodies, and the use of the body from the beginning of time on earth to the present, are of special interest to physical anthropologists. Physical anthropologists want to know how our bodies developed and changed through time. They want to know about primates or apes. They want to know how we are related to early cave dwellers, to our grandmothers. Was much of what you look like

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[1] Margaret Mead, Anthropologists and What They Do, p. 16. Copyright c 1965 by Franklin Watts, Inc. Used by permission.

Different Kinds of Anthropologists

Physical Anthropologists - study the human body, its development and use

Cultural Anthropologists study:

- Beliefs
- Values
- Behavior
- Language
- Material culture
- Environment

determined by heredity? Do you have grandmother's strong, long fingers and grandfather's delicate facial features? Physical anthropologists want to know if our bodies developed in response to different natural environments. When Og and his family changed their living habits from the hunting which required much running, throwing, and grappling, to a more settled life as seed growers, did their bodies change in any measurable way? Does terrain or climate affect development -- does the mountain dweller differ physically from someone who lives on the desert? The study of bodily processes, such as aging or high blood pressure, and their effects in different societies also belongs in the realm of the physical anthropologist.

Physical anthropologists are interested in our common features and the variety in those features among different groups of people: the difference in hair -- in color, in texture, in relative curliness, in speed of growth -- is a feature which might be studied for particular groups. Distribution of physical characteristics around the world is also considered. Do all Floridians have straight hair while all Californians have curly locks? Permanents, wigs, and hair dyes would, no doubt, puzzle the anthropologist from outer space.

Cultural Anthropologists

- Ethnographers
- Ethnologists
- Linguistic Anthropologists
- Archeologists

Other anthropologists, called cultural anthropologists, are concerned with our beliefs and values, our behavior in societies and in the natural world, our language, and our tools and the way we use them. Certain anthropologists, called ethnographers, conduct in-depth studies of a particular way of life. They may choose to study a "primitive" group or tribe (a group isolated from other people, who do not read or write or practice technological skills as we know them). They may study certain aspects of a larger society, such as the Chinese Americans in San Francisco, or the employees of Megabusiness, Inc. Many ethnographers today are recording the practice of fast-disappearing handcrafts. Ethnographers attempt to learn everything they can about the people they are studying, from the minute and differing details of their daily lives (such as the use or non-use of a toothbrush), to the actions and the beliefs surrounding the common experiences of birth and death.

Ethnologists compare and analyze several ethnographic studies. They look for similarities and differences in the lives of like and unlike peoples. They note patterns of living, such as how accepted behavior is learned by the children, and whether children are raised in a communal fashion or in a family. Some ethnologists work with the written records of peoples -- their literature, the inscriptions on their graves, or their music -- to compare and contrast the people who make the records.

Languages -- how they are spoken, how they are written, how they relate to behavior -- are the special interest of linguistic anthropologists. If you say "Shazam!" with enough gusto, does it really make you feel you could "leap tall buildings in a single bound"? Why are certain words considered "swears"?

Some linguistic anthropologists describe languages as spoken in one place at one point in time. The Cajuns of the Louisiana bayou, for example, have a distinctive speech; certain Indian tribes of South America have a language unknown to the rest of the world. The linguist constructs dictionaries and grammars of languages that might otherwise be lost. He/she listens to the sounds, learns the vocabulary and the grammar, and records the language by means of phonetic symbols. If "ABZ" as spoken today in our cities is similar to the ancient language of "OBZ" or to languages spoken in the remote mountains of Abyssinia, the linguist will compare the structure and vocabularies to learn about the development of languages. As a result, he/she may also learn about the migration of the people who speak them.

Archeologists

> We dig, and say of these pots and pans, these beads and weapons, that they date back to 3,000 or 4,000 B.C., and the on-looker is tempted to exclaim at their age, and to admire them simply because they are old. Their real interest lies in the fact that they are new.[2]
>
> -Sir Leonard Woolley

---

[2] Sir Leonard Woolley, Digging Up the Past.

Archeologists

Archeologists dig to find new knowledge about people's past. They attempt to reconstruct a culture from material evidence. The object or artifact uncovered in the earth -- the way it is lying, whether it is whole or broken, where it is in relation to other objects -- tells something about the last person who touched it: the cave man, an Egyptian, or a pilgrim. The archeologist will try to place the jar, necklace, or weapon that has been found in a certain time period. He/she will describe its shape and function in relation to other known objects. Perhaps the plan of the entire area will be reconstructed by placing the objects in relation to bases of buildings, or to the skeletons also uncovered.

What All Anthropologists Do

Though anthropology is concerned with many different facets of people's lives, all anthropologists have certain tasks in common.

All anthropologists:

- Observe
- Record observations
- Conduct research
- Analyze
- Report findings and conclusions.

All anthropologists are skilled and informed observers. The anthropologist knows about varying patterns of social behavior. For example, in certain societies, a belch shows the appreciation of a good meal. Wealthy Romans of long ago gorged themselves to the point of actual sickness. An anthropologist interested in food patterns takes careful, detailed notes. While people eat a meal, anthropologist might record what is eaten, how it is eaten and with what utensils, what conversation takes place during the meal, and who is served first, etc. To record observations anthropologists often use cameras and tape recorders in addition to pen and paper.

Anthropologists often collect artifacts. An artifact is any object shaped and used by people. For example, a comb shaped from twigs would be an artifact. A bunch of twigs collected at random would show what grows in an area, but it would not be an artifact.

Any artifact collected by anthropologists -- the bone fork from dinner, an excavated bowl -- is catalogued and numbered. Anthropologists often make measured drawings of the artifact and note precise color and decoration. Objects are often photographed in place before they are lifted from the earth at a dig. Anthropologists make detailed notes to explain each object and number their notes with the same number marked on the object.

In the laboratory, office, or tent, anthropologists analyze their notes, the collected objects, and any recordings, drawings, or photos. Material is organized. Similarities and differences are noted.

All anthropologists look at their new knowledge against the background of what is already known. One might tap the computer's memory to print out facts previously fed in about other bowls found in the same location or in the same time period. One might do library research on the relationship of food availability and nomadic living patterns. Another might consult other experts, historians or physicians, who had recently completed research which could contribute new facts to the present study.

Reports are Important

Satisfied that study has been thorough, the anthropologist is now responsible for reporting findings and conclusions. A dig that has uncovered the life of lost kingdoms is useless if unrecorded. The family life of a vanishing tribe will vanish without a trace if it is not written about, or photographed.

Writing and publishing the report about an anthropological study often takes as much time and money as the study itself. Reports appear in journals read by others in the anthropological field. If the project has been a large one, and the report is several volumes in length, the school or foundation which sponsored the study will usually publish the report.

An anthropological report contains the following kinds of information:

1. Importance of the Study
    - Relation to other similar studies
    - New knowledge gained by this study
2. Methods of Research
    - How study was carried out
3. Detailed Catalog of Findings (Behavioral or belief patterns, object descriptions, for example)
    - Measured drawings
    - Photographs.

Education is a Long Process

Though the scope of anthropology is enormous, there are very few jobs available. To enter the competition for these jobs, a master's degree is needed. To advance, a doctoral degree is needed; completing the study for this degree requires seven or more years of training after high school. The college student takes courses in all branches of anthropology, both physical and cultural. After four years of college the student chooses an anthropological specialty and attends a graduate school with a strong department in the specialized field chosen. Anthropologists also need some knowledge of:

- History
- Sociology
- Geography
- Art History
- Architecture
- Foreign Languages
- Geology
- Chemistry
- Biology
- Botany.

If they are not experts in these fields themselves, they need to be able to call upon those who are to assist them. Anthropological study requires cooperation among many professionals.

> Anthropology is a discipline in which a student can bring into play every gift, every interest, and every skill; a discipline which allows him to live as a whole human being while he makes his best contribution to the future of man.
>
> -Margaret Mead

For anthropologists education is a continuing process. Throughout their career, they must keep up with new processes, new discoveries, new theories.

Special Skills are Needed

Anthropologists need to know how to use cameras, recording equipment, and microscopes. The camera helps to record facts for study. An artistic pose is not necessary; showing an artifact in place and from all angles is. All anthropologists make precise measurements and construct measured (or scale) drawings. Some anthropologists make land surveys and maps; some test soil samples. Anthropologists sometimes date their finds with the help of other scientists through special methods. (Varying amounts of carbon-14 in vegetable and animal remains and phosphorescence in pottery can tell scientists the approximate age of an object.) Other anthropologists need architectural skills to construct building models or to build on site remains to make a scale reconstruction.

Some knowledge of computer technology is increasingly necessary. Ability in one or more foreign languages is an asset. The ability to type is needed, and clicking keys can be heard from many an expedition tent. Writing clearly is essential when taking notes and when it is time to publish the report of the completed work.

Personality:
Patient, Adaptable, Persuasive

Anthropologists enjoy doing detailed work, making careful notes or measured drawings. Patience is needed for long study. Cataloging objects, arranging notes, and supervising staff also require organizational skill.

Persuasive talents are needed. The archeologist must get permission to dig on private or public lands and must assure the host that the work is worthwhile because important facts will be learned. The anthropologist must convince the people to be studied that the team will be a welcome addition to their daily lives. Often persuasion is needed to secure funds for field studies.

Physical endurance and adaptability are sometimes called for. Study may take place in a tropical or artic climate. Digging may be tiring. Electricity or running water may not be available. The best position for conversation with the natives may be a squat, and the foods available might make one long for the local supermarket.

When living in the midst of a community that is the subject of a study, the anthropologist must be aware that he/she is also an invader in their culture. He/she may be trusted as a keeper of secrets even though those secrets will later be told in a paper delivered to a professional society. Anthropologists are sometimes subject to feelings of doubt about the way of life they have long valued when they become part of a group which values very different things. In a hunting society, the scholar without a spear may be an outcast.

Where Anthropologists Work

- Schools
- Museums
- Government Agencies

Most anthropologists teach at colleges and universities (see chapter on educators). There may also be opportunities for high school teachers. During the summer many anthropology professors work on field studies financed by their school, by a museum, by the government, or by a private foundation. Field studies are usually a group effort where each anthropologist may be a specialist; there are few studies now where an anthropologist ventures off alone to live among forgotten tribes.

Anthropologists may work in museums where research is conducted, where exhibits are prepared and labeled. Here assistance is given to other scholars and to the public to help them understand studies recently completed by the museum staff. A head of a museum department or a curator will spend a great deal of time planning and supervising the budgets and work of others. Many museum anthropologists also participate in field studies at some time during the year.

Other anthropologists are employed by Federal and State government agencies. Anthropologists often participate in the development of impact statements which tell the government of the possible effects of a nuclear plant or a factory on the people and natural environment of an area.

The need for environmental and cultural impact statements -- when a highway is planned, when an airport runway is extended -- may create a growing demand for State Archeologists. The State Archeologist would direct surveys or hire other archeologists who are familiar with a local area to carry them out. Similarly, anthropologists may become increasingly involved in resource management, making people aware of trends in thinking or use which may be wasteful of valuable natural or cultural resources.

The River Basins Survey Program of the Smithsonian Institution hire archeologists to do surveys of areas that are to be flooded. The National Environmental Policy Act of 1969 requires that before a public utility such as a nuclear plant built, a survey be done to insure that no sites or items of archeological interest are destroyed without a record having been made.

The National Parks Service operates National Historic Sites where anthropologists cooperate with historians in interpreting the site for the public. At these sites anthropologists may be involved in digs, in restoration work, and in preparing exhibits and training guides. The Bureau of Indian Affairs, the C.I.A., and the U.S. Information Agency also employ anthropologists.

Other Places to Work

A few anthropologists conduct tourists on visits to digs where they actually dig as well as tour. Anthropologists work on community programs to ease poverty, to provide health services, to plan expansion of business, to open up areas for recreation. Nations which are undergoing cultural and technological change may hire anthropologists to help ease the transition.

Anthropologists designed the cockpits and space suits for some of our astronauts, so if we ever make it to Venus, they will have had a part in that accomplishment, too. Other anthropologists help to design automobile dashboards; still others may be involved in planning living centers for workers on the Alaska oil pipeline.

Jobs for the Future

Though the field of anthropology is very small and most of the jobs are in college or university teaching where opportunities are few, there are anthropologists employed in areas which have expansion possibilities.

Work in public archeology (survey work and statements of impact) is likely to increase. A lot of this work is done on a contract basis: the archeologist is paid a fee when work is completed. This work is often performed during summers by archeologists who are teachers during the rest of the year.

A growth in industrial archeology is expected. Many nineteenth century mills are now in ruins. The excavation and study of these sites by archeologists would give us much information about the industrial revolution in this country.

There are opportunities in avocational archeology. A person working as a secretary or engineer and who finds archeology interesting can volunteer to work on a dig in spare time. There are also opportunities for students to work on digs during summer months. Sometimes volunteers are paid travel expenses; often they get free food and housing at the dig, and in some cases the volunteer must pay for participation in the dig. Students often receive college credit for their participation in archeological excavations. Avocational archeologists often take courses in archeology; as their knowledge grows, so do their chances to participate in digs.

Anthropologists are likely to become involved in a new area of study called socio-biology. Socio-biology is concerned with the way in which organized societies (animal or human) protect, and thereby perpetuate, certain physical characteristics. Future anthropologists will probably assist in the planning of more total environments such as space way stations or undersea cities.

How Do Anthropologists Find Work?

Anthropologists learn about job openings from other anthropologists they have met in the course of their work. Professional associations, such as the Archeological Institute of America and the American Anthropological Association, may inform members of job openings; their newsletters also note availability of research from government or private sources. Both organizations publish a guide for anthropology students who will soon seek jobs.

Advantages and Disadvantages

The excitement, the sense of preservation and discovery, as one archeologist put it -- the sense of "making history out of broken artifacts and traces in the dirt" -- make long hours of research worthwhile.

But the job is not all joy in discovering the equal of a King Tut's tomb. When the research bills are being paid by someone else, the anthropologist sometimes feels pressure to produce, to have "something to show" in return for the sponsor's investmant. There may not be enough money to spend time in extensive and careful research. Other problems arise. If extraordinary finds are discovered, to whom do they belong -- to the funding agency, to the school of the chief anthropologist, or to the citizens or government of the locality where the discovery is made? Objects sacred to one society have occasionally become the museum exhibits in another.

The fact that in certain instances people visiting other countries have posed as anthropologists in order to gain information for political use caused professional anthropologists to issue a statement of ethics which strongly opposes such practice.

Two Views of Anthropological Research Projects

> There is an incredible feeling of exhilaration -- an international feeling of adventure. The excavator is constantly at fever pitch, wondering what the next spade-full will turn up. Among all the volunteers there is a camaraderie... Everyone is basically the same, rather hungry, very dirty, and always just a little emotionally high.
>
> -A Student/Volunteer
> York, England

> Time, funding, job location, available assistance, professional associates, etc., are almost never adequate for the research projects envisioned. Seldom can what is ideally possible actually be accomplished. One has to learn to appreciate such positive results as can be obtained with the resources at one's disposal; without, of course, giving up one's conception of the ideal.
>
> -A Director for Archeological Research

If You are Interested

If you would like to look further into the joys and woes of being an anthropologist, you might read accounts of some of the discoveries of Egyptian tombs, or of anthropologists living with people of different cultures. Visit the museums where the work of anthropologists is on display in the exhibit cases and on the explanatory labels. Visit an excavation or a restoration in progress at a National Historic site. Ask about the work underway and about volunteer work opportunities.

Make some anthropological observations of people in your own social group. What do they think is important? What phrases of conversation are repeated often, as greeting, as parting? Do these phrases imply any underlying assumptions? What foods seem particularly appealing? Is this because of their nutritional value? What possessions are most prized? Contrast some of your friends' answers to answers given by your parents or by your younger brothers and sisters. Write to a pen pal in Afghanistan and ask the same questions. Jot it all down in your diary and send it on the next launch to Venus. You'll be doing those Venusian anthropologists an enormous service!

Sources of Further Information

- American Anthropological Association
  1703 New Hampshire Avenue, N.W.
  Washington, D.C. 20009

  Anthropology and Jobs. H.R. Bernard and Willis Sibley. Pamphlet, $1.00.

  On Becoming an Anthropologist - A Career Pamphlet for Students. Walter Goldschmidt. 75¢.

  "What is Anthropology?" Free brochure.

  Archeology and Archeological Resources. Charles R. McGimsey III. Booklet, 40¢.

- Archeological Institute of America
  260 West Broadway
  New York, New York 10013

  Archeology as a Career. John H. Rowe. Booklet, single copy free.

  Fieldwork Opportunities (list) $1.00. (mainly for college students)

- Society for Historical Archeology
  Institute of Archeology and Anthropology
  University of South Carolina
  Columbia, South Carolina 29208

  Opportunities in Historical Archeology.
  Booklet, 25¢.

- Superintendent of Documents
  Government Printing Office
  Washington, D.C. 20402

  Above Ground Archeology. Booklet, 60¢.
  (No. Y3.AM3/6: 2 AR 2 S/N 2405-00528)

Books

Anthropologists and What They Do. Margaret Mead. New York: Franklin Watts, 1965.

Archeologists and What They Do. Robert J. Braidwood. New York: Franklin Watts, 1960.

A Definitive Study of Your Future in Archeology. Gerald Larue. New York: Richards Rosen Press, Inc. 1970.

Digging Up the Past. Sir Leonard Woolley. Baltimore: Pelican Books, 1937.

Invitation to Archaeology. James Deetz. Garden City, New York: Naturah History Press, 1967.

People and Places. Margaret Mead. New York: The World Publishing Company, 1959.

Return to Laughter. Elenore Smith Bowen. Garden City, New York: Doubleday and Company, 1964.

5. ECONOMISTS

Lemon Pie: Will You Get Yours?

One luscious lemon pie sits in the middle of a room full of people waiting for dessert. You, as an economist, have a problem to solve. How will you divide that single pie? The central problem that all economists must deal with is: how to use scarce resources to satisfy the many wants and needs of society.

What to Consider

- Supply

  Are there enough natural resources -- lemons, sugar, and flour -- so that more pies can be made?

  Is there enough labor? Are there enough people to pick lemons?

  Is there equipment available? Are there enough ovens to keep turning out pies?

  Is there money available to buy supplies and equipment and to pay workers?

- Demand

  Do enough people want lemon pies so that the baker gets a fair price?

  Can the public that is sour on lemons have its taste changed through effective advertising?

- Influences to Keep in Mind

  Government fiscal policy -- If the consumer has to pay a $5. tax for each lemon pie, will this reduce sales?

  If another country is willing to pay more for pies, will the baker sell for the highest kopek?

  If another country can sell its lemon pies here for a lower price, will bakers here make enough money?

What to Do

If you were asked to make a report on the current state of pies, how would you go about it?

- Data Collection - Answering Questions

  How many lemon pies are currently produced?

  How many people are employed in making these pies?

  What are the current prices in various parts of the country for pies?

  How many consumers who want lemon pies have no way to buy one?

Those are the kinds of questions that economists need answers to. Your figures must be accurate or conclusions could be in error. It may take many hours of routine work to gather all the data.

You might consult:

The U.S. Bureau of Census, to determine current population figures;

The U.S. Bureau of Labor Statistics, to find out about employment levels;

Banks, to see if they are lending money to start new businesses;

Unions, to find out what salaries are being paid to workers.

- Analyzing Data

Once you are satisfied that you have collected the necessary data, you will analyze the figures. If the amount of figures, or statistics, is greater than you can easily deal with, you may decide to use a computer to store and sort all those figures.

You might arrange that data into tables. You will decide which data are the most important and what relationships between the data tell the most about what is really happening. You will think about the importance of data relationships to future trends, to growth, expansion, or decline in the supply and demand cycle. You will have to think about other factors which might influence the supply and demand cycle: is Congress considering a ban on lemons?

- Reporting the Answers

Next, you will tell someone about your findings. You might talk to your boss or address a luncheon meeting, but most likely you will write a report. You must be able to write clearly. The readers who have not gone through the same research process that you did must be able to understand the data, your methods of research and analysis, and the conclusions you have reached. In some cases, you might be asked to recommend a course of action, or to forecast trends. In many cases it is the economist's task to describe objectively what economic conditions exist at a given time.

Where Economists Work

Approximately three-quarters of economists today work in private industry. Schools, colleges, and universities employ the next greatest number as teachers, and a significant percentage work for the Federal government. Some economists are self-employed, and they carry out various research projects for different clients on a contract basis. They are paid when their work is completed. As you are aware from daily newspapers, newscasts, and trips to the grocery store, economists play a major role in our lives. There is constant talk of rising prices, unemployment, unavailability of loan money for home-buyers, etc.

Private Industry

Economists work for industries as diversified as oil, cereal, or cosmetics. These organizations need help in determining how effective their production and distribution efforts are in relation to their costs. How do the prices the company pays to suppliers affect their profits and the retail price charged to customers? What are the effects of current legislation on their present operation and the prospect for growth? Needless to say, an economist working for U.S. Steel has specialized knowledge of the steel industry, its unions, and its natural resources. The economist working for General Foods is knowledgeable about current crop estimates, and what prices farmers are receiving for crops this month.

Marketing Research

Marketing research workers help producers and consumers of goods and services to communicate with each other. Marketing research workers must know the uses and strong points of their product; they must know the company's sales records, wholesale and retail price trends, and what the competition has to offer. A marketing research worker is also interested in public preferences and how those preferences are formed. It is the marketing research worker who is portrayed on our tv screens asking Mr. Zilch why he bought Xylo soap when his natural preference would seem to be for Zappo. Mr. Zilch might then be asked to complete a questionnaire, by phone or on paper, about his choice of Brand X.

Beginning market research workers may copy data from many sources, edit questionnaires, conduct interviews and surveys, tabulate the results, and code the returns. There are often part-time opportunities for interviewers and survey workers.

Marketing researchers work for private industry, for research firms, for advertising agencies, for radio, television, and newspapers. Such organizations as hospitals and museums use market researchers to study ways of improving their services or attracting contributors.

Conversation with a Market Research Analyst

What was your preparation to become a market research analyst?

I have a bachelor's degree in economics.

What are your tasks?

I help the product manager make decisions on how to increase sales. I test the effectiveness of product advertising by designing questionnaires for consumers on their use and awareness of our product. Then I interpret the results of the questionnaires.

What skills does a person need for your job?

Writing is important and so is an ability to think logically and analytically and to deal with numbers. Computer skills will become increasingly helpful in the future.

What personality characteristics are important for your job?

Being able to work well for and with people.

What is advancement?

For some it's change in title and pay; for me it's the realization that I'm a better analyst.

How are you paid?

I receive a salary, with regular increases.

What is most satisfying about your work?

Looking back and seeing that my analysis was correct. I also enjoy the sense of accomplishment that comes from team effort.

What is least satisfying about your work?

I am bored by routine work, doing reports that are traditional but no longer needed.

Are there any areas of your job which give you a sense of conflict?

I disagree with the philosophy that net profit is a primary goal. I must do as my superior directs even if I feel it's the wrong way.

Banking and Finance

An obvious place for economists to work is in banking and finance, both private and Federal. Here they deal with the problems of investment for the bank and for private clients. They worry about inflation, the relationship between purchasing power and economic activity, the flow of money. Economists are interested in whether you used the five dollars you received from Aunt Agatha for Christmas to purchase stock in Bar Z Ranch, or deposited it in Zillions Downtown Trust, bought an economics text, or stuck it in your shoe.

Economists want to know about how banks regulate lending. If banks lend money to a pie-making business, will they also lend money to someone who wants a lavender bathtub? Taxation is another area of investigation. The 1975 tax rebate was the direct result of an effort to give people more purchasing power and thus stimulate economic activity.

Labor Unions

Some economists specialize in labor. They, too, are concerned with supply and demand. Labor economists research the needs and demands of workers and labor organizations for wages, pensions, and insurance. They study the needs and policies of management and the current labor laws.

Regional Planning

Regional planning involves economists in studying a particular region's natural resources; past, current, and future employment patterns; and population growth and decline. Regional and urban economists research the impact of urban renewal and development, of Federal programs for poverty and housing, or of air pollution standards on the economy of a city or region.

Education and Advancement

The student considering the idea of wrestling with the problems of tomorrow's economy as an economist must plan to attend college. Future economists concentrate on economics studies, but also equip themselves with a strong background in mathematics, including statistics, and perhaps accounting and computer methods. Additional courses are history, political science, sociology, or psychology. A bachelor's degree, earned after completing four years of study, qualifies the graduate for some entry-level positions. Examples are beginning researchers in a government agency, management interns on a State housing program, or marketing research workers in a business. Other possibilities include writing or editing articles about economics for a newspaper or journal, or performing actuarial (insurance) work.

By continuing education toward a master's degree, economists are able to get a better job sooner. The longer an economist studies, the more specific is the area studied. A person with a doctoral degree in economics has studied one phase of economics very carefully, such as taxes, labor, or banking. With a doctoral degree a beginning economist could get a job as a director of research projects, as an analyst in a bank, or as a college teacher.

Some Answers from an Economist/Consultant

What was your preparation to become an economist?

I have a bachelor's degree in sociology, and a doctorate in business administration.

What was your work experience before you became a consultant and had your own business?

I taught economics in college, managed investments for a bank, was economic advisor to a State House of Representatives, and worked on the staff of a large research firm on the problems of urban economic policy.

What are your tasks as a consultant?

I develop a statement about an economic problem, maybe a forecast, a statement about sales or tax rates. The problem must be clearly stated in writing and in tables. I recommend ways in which a client can change economic behavior or improve sales, etc.

What knowledge and skills do you need to become a consulting economist?

You need knowledge of data sources and the history of the field; you need techniques for handling data. My background in sociology is helpful to me.

Are there any helpful personality traits?

Yes, salesmanship and an ability to relate well to others.

What are some of the advantages of your job?

I enjoy the variety and the independence.

Are there any disadvantages?

The uncertainty and the hustle to get business; my income this year was between fifty and sixty thousand dollars, but last year it was only four thousand. Sometimes I get frustrated when my recommendations are not carried out by a client.

What advice do you have for students?

Be serious about work -- there is a life after school, and education is useful.

Job Outlook

Presently there is a fair amount of competition for job openings, particularly for an economist without an advanced degree. People now working in economics think that there will be a small growth in jobs for bank economists, and jobs for marketing research workers are likely to increase. Jobs are somewhat easier to find in large cities like Washington, New York, Chicago, or Los Angeles. The new branch of economics called econometrics is a growing field. Econometricians use formulas or economic models to solve problems, much as formulas are used in algebra and geometry.

Many economists find out about job openings from their friends and contacts, from job listings in personnel agencies, and occasionally from newspaper advertisements. Most economists belong to the American Economic Association or Association of Business Economists, which often list job openings in their newsletters to members.

Advantages

The economist may find satisfaction in helping government make low-income housing or poverty programs more effective. An economist is not likely to be bored with the chance to consider problems as diverse as the current level of the yen on the open market, or the current reaction to a new product -- maybe three-dimensional television.

An economist who works for many different people as a consultant has conducted studies on golf ball sales and has served as an advisor to a State legislature. One of his biggest enjoyments is working and cooperating with people from many different fields. When he performed an unemployment study for a town, he had to look at problems from the point of view of an architect, a city planner, a politician. While working for a housing authority, this economist worked with the tenants and with social workers.

And the Disadvantages

> In school everything we learned about in economics was black and white. In business, everything is grey.
>
> -Marketing Research Worker

Back to the problem of lemon pies -- what happens when you don't agree with your boss? If your sympathies are with the fruit pickers' strike, can you work for Louie's Lemons? Louie might be asking you to produce figures which would show that the workers demands should not be met even though Louie's profits would easily meet wage increases. Can you respond fairly without letting your feelings affect your handling of the facts and figures? Should you do marketing research for Fredmore's Face Cream when you have an idea it will not help anyone's face a bit -- and could possibly cause cancer?

If You are Interested

Among the many ways to further your interests is reading the daily newspaper to learn what is happening in government, in banks, in industry, on the stock market, in international trade. Think about what some of the problems discussed mean to you, your family, the company your parents work for, or even to someone very different from you. If you see on television farmers killing their beef cattle, try to figure out why they think this is a good course of action. What effect might it have on the price of your hamburgers, or on the profits of your cousin's restaurant, or the stock market?

Your parents often work as economists at home, and perhaps they could let you share their work. The family's scarce resource is money. Your wants (a new bike, a sleeping bag, a trip to Disneyland) and your needs (food, clothing, shelter) are many. Talk to your parents about the money they earn and what they do with it. Perhaps you could run the family budget for a month and see what are the most important expenses.

You might talk to people you know who work in economics, and perhaps check with them to see if other families do similar things with their income. Ask what effect this has on the country, your state, the local bank. Another economist might give you different answers. There are conflicting ideas among economists, just as there are many facets to the field. There are many ways to slice your pie.

Sources of Additional Information

- American Agricultural Economics Association
  University of Kentucky
  Lexington, Kentucky 40506

  Economists in Agricultural, Business, Government... and Rural Affairs. Free pamphlet.

- American Stock Exchange
  86 Trinity Place
  New York, New York 10006

  Journey Through a Stock Exchange. Booklet, 50¢.

  Market for the Millions. Booklet, 20¢.

  "Nerve Center" and "Specialist on the AMEX." Free brochures.

- National Association of Business Economists
  28349 Chagrin Boulevard
  Cleveland, Ohio 44122

  Business Economics Careers. Booklet, single copy free.

- American Economic Association
  1313 21st Avenue, South
  Nashville, Tennessee 37212

- American Marketing Association
  222 South Riverside Plaze, Suite 606
  Chicago, Illinois 60606

- Society of Government Economists
  P.O. Box 39066
  Washington, D.C. 20015

6. GEOGRAPHERS

When you think of geography does it bring to mind pictures of "far away places with strange sounding names"? Do you think of yourself in a pith helmet adventuring to Zanzibar? It is true that some geographers do assist other nations or chart remote areas, but most geographers are concerned with problems closer to home.

Geographers study space and place: they study land formations -- volcanos and valleys; they study water -- from bay to bathtub. They study the presence of minerals and they study dirt. They look at plant life supported by the soil and they are concerned about the climate that is a help or a hindrance. Geographers relate these studies of space and place to people and their problems of choosing places to live, finding work, and governing themselves.

Different Geographers Handle Different Problems

- Economic Geographers

Economic geographers want answers to questions. Where is the best place to establish a business? Are there existing natural resources? Is there transportation available? What are the geographic barriers to trade? Economic geographers might also be concerned with the current problems of farming (with surplus in one area and famine in another), with forestry, and with fishing. They are interested in marketing activities -- over what mountains did your cornflakes pass before they hit your bowl?

- Physical Geographers

Physical geographers study geological formations, their structure and how they change. They are interested in water, climate, and animal or vegetable life and how each affects the other. Do many hikers wear down a mountain? Will a flood change the course of river rapids or the soil for Aunt Flora's next crop of chrysanthemums? Physical geographers are often involved in ecological studies. They study the effect of waste disposal on surrounding areas, the possible drainage of industrial waste into a nearby swamp or swimming pool. Other physical geographers do elevation studies. If you struggle to the top of a crag, you may find that a geographer has been there before you to place a metal plaque telling the number of feet above sea level.

Others study access: there are still areas in the world which are very difficult to reach. Some physical geographers may consider the effect of terrain and climate on things as different as military defense and health.

- Political Geographers

Political geographers concentrate on how political processes affect geographic boundaries and vice versa. How did World War II change a pre-1940 map of the world? How many states are bounded by rivers or mountain ranges? Is an ocean point a good location for a planned housing development for low-income families? Why do certain ethnic groups live on the river in the south side of a city? The boundaries a political geographer is concerned with may be local or international; someday perhaps, even intergalactic.

- Regional Geographers

A regional geographer combines the interests of the physical, economic, and political geographer and looks at one geographic region. The region may be as small as Altoona or as large as North America. The limits of a particular study may be set by the person, business, or government requesting it. It may be a study of agricultural marketing or the effects of water pollution throughout the region. In addition to specialized knowledge of the region's geography, the geographer is expected to understand the language and culture to some degree.

- Urban Geographers

The urban geographer's concerns are similar to those of the regional geographer in that the economic, political, and physical interrelationships of an area are considered. Urban geographers may be involved in city planning (in placing parks and apartment clusters); in urban renewal; in zoning (allowing certain areas for industrial development); in assessing land value; and in setting traffic patterns. More than many other geographers they must be aware of Federal and local legislation affecting a particular city or the administration of a particular program.

- Cartographers

Cartographers transform the curved earth to flat paper. This is a precise and time-consuming task often requiring drafting talent and the use of complex machines such as computers and photogrammetric devices which help in locating, or plotting, specific points. There are many decisions to be made before a map is completed: what kind of a map do you want -- one to show roads, one to show elevations, one to show water depths, one to show population density? What scale will be used? Does one inch equal one foot or represent 100 miles? What type sizes will be used in printing the map? What colors of ink? What symbols indicate swamps or gas stations, or military installations? Cartographers make these decisions.

A Geographer Completes a Project One Example

To choose the best site for Mabel's Meat Market, or a new industry, a geographer will do a great deal more than picking a nice shady spot. Research is done on the local population, on transportation and traffic patterns, on agriculture and local products, on soil and geologic structures. The geographer might consult economists and engineers familiar with the area. Area residents might be interviewed to see if they would welcome a new business. The geographer will learn about local and State zoning laws which may affect the site location.

When all necessary information has been gathered, the geographer studies all the evidence; certain factors will be more important than others. If there are many grocery stores already in the area, obviously Mabel's Market will not thrive. On the other hand, if zoning ordinances are currently restricting, but the town welcomes the idea of Mable's with enthusiasm, there is a chance that a vote would change the zoning.

Possibly, the geographer will suggest two sites, each with different advantages and disadvantages. A report on the possible sites will have to be presented clearly so that the people making the decisions will understand all the facts. The report might be given in a speech to a Board of Directors, using tables and graphs as illustrations. Perhaps site photographs or maps will be provided with a written report. A geographer with training in planning would include steps for carrying out the location of Mabel's and note the budget for each step.

Where Geographers Work

If you think of geographers as ranging across the countryside, it may be surprising to learn that the largest number of geographers teach in high schools, colleges, and universities. (See chapter on educators.) Geographers are also employed by city and county governments as planners, as directors of urban renewal, as consultants on various problems. State governments commission geographers to carry out particular studies, such as the way a planned dam may alter the fishing of an area.

The Federal government hires geographers to work in many different departments such as Defense Mapping, Aeronautical Chart and Information Center, Coast and Geodetic Survey, Bureau of Census, the National Weather Service, and the Bureau of Land Management. A geographer in government might hold varied jobs from locating a missile silo to deciding if Penobscot Bay is really a geographic bay, and therefore, correctly named. Some geographers serve as attaches in United States Embassy offices in foreign countries, where they obtain and exchange map information.

Geographers working for private business often assist in choosing the best locations for new or expanding enterprises such as chains of fast food stores. Sometimes they plan railroad or air routes for getting a product to its market. Sometimes they research effects of a new resort community on an existing town sewage system. Geographers might also work for textbook and map publishers, for travel agencies, or for private research foundations.

College Preparation is Necessary

Acquiring the skills of a geographer takes years of training. After high school, four or more years of college is required. Not all who work in the field concentrated their study specifically on geography while in college; math or engineering might have been the main course with a number of courses in geology, geography, or education.

A person with a Bachelor of Arts or Science degree in geography and the required courses in education could teach in elementary or high school. Another person might choose further study in cartography. Other four-year college graduates with training in geography might become junior planners, or work as editors for textbook firms after they acquired some teaching experience.

Most practicing geographers spend at least two years after college earning a master's degree. Many study for three or more years beyond college and earn a doctoral degree. A doctorate is an asset to a geographer in finding work and a necessity for those who want to teach in colleges and universities. All geographers have basic training in geography; specialty courses are also taken. Economic geographers take many economics courses; physical geographers study geology and perhaps meteorology. The political geographer is helped by courses in history, political science, and sociology. The urban geographer should understand the legislative process. The cartographer takes many special courses in various aspects of mapmaking.

A Geographer Also Needs Special Skills

In addition to an ability to present information clearly and to read and sometimes construct maps, the geographer often has special training in surveying and in the use of meteorological instruments. Aerial photographs and photographs taken by satellites require a trained eye to spot specific geographic features -- a mountain does not stick up on an aerial photo. Knowing how to use a computer to compile statistics or to pinpoint map readings is an asset to all geographers. Occasionally a geographer is called upon to construct models of terrain.

Finding Work

Geographers looking for government jobs are usually required to pass a written examination. Others often look for openings in Jobs in Geography, published ten times yearly by the Association of American Geographers. The American Institute of Planners also keeps its members informed of available positions. Chances for jobs in geography are likely to grow as concerns about land use grow at Federal, State, and local levels. Problems of urban planning will require people with geography and planning expertise.

Some Advantages, Some Disadvantages

In their work, geographers enjoy contact with many professionals, such as architects, engineers, politicians, and geologists. Occasionally a task will require travel or hiking into a remote area to verify a map point. Helping to change a run-down neighborhood can be a great satisfaction, but change often takes a long time and the geographer or planner sometimes does not see immediate results from the work. Finding a site for new business can be nerve-wracking if local residents are suspicious or hostile, but the satisfaction of doing a job well and of bringing new services or jobs to an area often outweighs such annoyances. Dealing with a variety of people and problems requires a cool head and an alert mind.

What About You?

No doubt there are changes currently being planned in your community -- a new road or a new business. Public hearings often are held to give people a chance to exchange ideas about proposed changes. There is probably someone with geography training involved in planning the changes. Try attending a hearing and asking what the geographical considerations are. Think about how you would plan a new recreation area or a business site.

Almost all geographers are interested in maps. Look at an atlas in your library to see the variety of information given. Help your family plan a trip on road maps. Or, choose a site for your own ideal existence, whether in a city or the woods: what geographic features would be necessary for survival, for enjoyment? Planning the uses of space and place can be a challenging problem.

Geographers -- A Review

What do geographers do?

They work with problems of space and place.

Are there different kinds of geographers?

Yes, some help choose the best location for businesses. Some study the boundaries between countries and states. Some are interested in changes in the surface of the earth and in climate. Some want to know how a nearby river or mountain affects city life and vice-versa.

Where do geographers work?

Most teach in schools.

Others work for:
- government agencies
- private businesses
- book and map publishers

Does a geographer need special skills and education?

Both. Most geographers go to school for two or more years after college. Special skills that might be needed are: reading satellite photos, surveying, using meteorological instruments, using a computer.

What about map-making; don't geographers make maps?

Some do, but most maps are made by cartographers.

Cartographers need a college education and special skills in drafting and using complex mapping machines. Most cartographers work for the government or for map publishing companies.

How does the future look for geographers?

Quite good. Planning the use of land is a growing part of government work. But teaching jobs are scarce.

Sources of Additional Information

- Association of American Geographers
  1710 16th Street, N.W.
  Washington, D.C. 20009

  Careers in Geography, edited by Salvatore J. Natoli. Free booklet.

- American Institute of Planners
  917 15th Street, N.W.
  Washington, D.C. 20005

  "The Challenge of Urban Planning." Ralph Hirsch. Article. Also has reading list available.

- National Council for Geographic Education
  115 North Marion
  Oak Park, Illinois 60301

- Geographers and What They Do. William Warntz. New York: Franklin Watts, Inc., 1964.

- Practical Work in Geography. B.J. Garnier. London: Edward Arnold, 1963.

CONSTITUTIONAL EQUALITY FOR U.S. WOMEN
VOTE YES WOMAN SUFFRAGE OCTOBER 19
VOTES FOR WOMEN
IT'S AB... E.R.A. TIME
SUPPORT WOMEN ADMINISTRATORS
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MAKE POLICY
NEW YORK 1915
VOTES FOR WOMEN
CONGRESSIONAL UNION FOR WOMAN SUFFRAGE
Girls Need a Future too
WOMAN'S PARTY
I AM A SERIOUS FEMALE
and got paid less
E.R.A.
QUAL RITES for WOMEN
VOTES FOR WOMEN
WOMEN POWER
SISTERS KEEPER!
VOTES FOR WOMEN
WOMEN ARE PEOPLE
FEMINISM LIVES
W74 Win With Women
SISTERHOOD IS POWERFUL

7. POLITICAL SCIENTISTS

Political science is the study of politics. It is not a sure-fire method of electing your favorite candidate, though the election of your candidate is part of the study. Political scientists are interested in the governments of towns, counties, states, and nations. They investigate why the government has the goals that it does, and why people accept those goals. What ideas of government make democracy different from communism or from a monarchy? Political scientists also want to know about what promotes international cooperation and what causes conflict. Is the United Nations a successful peace-keeping body? What causes war?

The structure of government -- the Congress, the Pentagon, the Treasury Department, or the Parliament and the Central Committee -- are studied carefully by political scientists. They want to know by what process governmental goals are carried out. Do citizens participate in the political process? Is there a vote? Is there a royal proclamation? Does power in the government rest with the people governed, with the army, with the church, with land-holders, or with a king?

Political scientists are also concerned about how a system of government affects people. How are their lives influenced by the governmental system in which they live? How does it affect their work, their diet, their income, or their housing? Does America today fulfill the intentions of the Bill of Rights? Do we interpret our Constitution the same way people did 200 years ago? Have the mainland Chinese created what Mao intended 20 years ago?

The questions about governments are many; the problems are endless. The future is a puzzle. Therefore, a political scientist usually chooses only one facet of politics on which to concentrate. A specialty might be political participation, the government of a particular country, or international relations.

If You Were a Political Scientist

If you were a political scientist, hired to find out about J.Q. Pearlyword's chances for re-election, what would you do? You would study J.Q.'s voting record, his proposed laws, and the press coverage he has recently received. You would also study the potential voters -- where they live, their income, their age, etc. Records on J.Q. and his legislation would be available from his office or the library. To find out about public reaction to J.Q. you will probably have to interview many people, in person or on the telephone. The responses to questions will most likely be coded for computer input. Many people may give a favorable response when asked about Representative Pearlyword's welfare proposals and this response will appear on the computer printout. However, the response, "J.Q. is a #*@&#!" is more difficult to trace to a particular election issue.

When all your information has been gathered, you will decide which items are most important. Will the Governor's opinion of J.Q. matter as much as the opinion of the folks from J.Q.'s home town? Will his past voting record against welfare funding affect his current proposed legislation? When you have a clear picture of J.Q.'s chances in the coming election, you will probably discuss your findings with him. You might write a report for his campaign manager. You might be asked to predict J.Q.'s chances of winning a higher office in the future. Your task could be to suggest campaign changes that would win more votes, or simply to report current public sentiment.

Where Political Scientists Work

Approximately 80 percent of political scientists teach in colleges and universities. (See chapter on educators.) In addition to teaching and administrative duties, some do research jobs for government agencies, or for private firms on a contract basis. Others are paid a fee to write occasional articles for magazines, newspapers, or journals in their non-teaching time.

The Federal government employs political scientists in the Foreign Service, the Agency for International Development, the Department of Health, Education, and Welfare, and many other departments. Most work for the U.S. State Department in Washington, D.C. State governments also hire political scientists to help plan, administer, or do research on individual programs. Individual elected officials employ political scientists as aides and advisors.

Some political scientists work for the firms which conduct polls that tell us how the public feels about a certain issue or how popular a particular candidate is today. A few political scientists seek office themselves. Others trained in political science write about current events. Some who study political science in college go on to law school or graduate study in public administration, then become lawyers or specialists in some branch of government work.

In all of these jobs political scientists need to be self-disciplined and responsible. They are often asked to solve problems which have no easily recognized solution. They need energy to keep pressing for information and for new ways of approaching problems. They need adaptability to deal with a variety of political issues and people. They also need patience for detailed work.

An Aide to a Member of the State Legislature Talks about His Job

As a legislative aide what different tasks and activities are you likely to do during your working time?

- I help the Representative's constituents --

  I send copies of legislation, help some find jobs, tell them their scores on civil service tests, help some find answers about available services and veterans' benefits.
- I write press releases on legislation, on government programs, on action by the Governor. These releases are reviewed and approved by the Representative before they are sent to newspapers.
- I established a filing and index system on legislative bills, those initiated by my boss as well as those filed by others.
- I maintain contact with lobbyists who represent special interest groups.
- I coordinate the search for college-student volunteers to work for legislators.

Do you have much independence in your work?

A great deal. The job grows with you. Work creates more work. When I see that work needs to be done, I do it.

What was your educational preparation?

I have a B.A. in Political Science, but I an self-taught to a great extent.

How did you get your job as a legislative aide?

I spent one year as a volunteer for a political campaign and introduced myself to my current boss at the victory party. I applied for this position while I was still a student.

How might others get a job like yours?

Sending a formal job application. Using personal contacts.

Are there any special skills which are helpful to a person in your position?

Yes, you need to have some ability to write draft versions of legislation and to do legal research.

You need an ability to read quickly and write well. It is helpful to have some graphic arts skills for campaign literature.

What personality characteristics are needed?

You need to be able to work with people with different philosophies. You need to believe in the political process.

Educational Preparation

Students who graduate from a four-year college with a bachelor's degree in political science may find work as trainees in government programs, in personnel work, or, with the right contacts, as legislative aides. A master's degree, obtained after several years of further study, is helpful when looking for a job in private research firms. A master's degree is also needed for teaching in community and junior colleges.

A doctoral degree, which requires seven or more years of educational training after high school, is essential to most political scientists. Political scientists who are directors of government agencies and those who teach at colleges and universities must have a doctoral degree.

In addition to their knowledge of politics political scientists should be familiar with economics, geography, sociology, and history. The ability to work with statistics is also an asset.

Finding Jobs

For those seeking jobs, help is most often found through contacts. Professors can advise their graduate students about teaching openings. A student who has volunteered to work for a political campaign may hear that another candidate needs help or that an incumbent has an opening for an aide. Government openings are usually posted in the agency where the opening exists; these jobs usually require a written examination in addition to interviews.

The American Political Science Association has a placement service to help its members find jobs. And -- if new graduates find jobs, they are both very talented and very lucky. There are very few job openings in teaching or in government work. Perhaps a revamped legislative system will authorize funds for aides and advisors for each member of State legislatures and the U.S. Congress, but until that time, there are more political scientists than there are jobs. This situation is likely to continue for five to ten years.

There is some possibility for back-and-forth movement in political science jobs. Some teachers leave their studies for government jobs, some government officials return to teaching. There are also opportunities for advancement. Once in a job, a political scientist may hope to become a chief advisor to a government agency or perhaps administrator of a government program or department. A person might hope to leave a job as advisor to a State Representative for the office of a U.S. Senator.

Satisfactions and Difficulties

What do you find satisfying about your job as a legislative aide?

I like to meet people; I enjoy calling constituents and giving them good news. It's satisfying to set up a good system (like my bill index) that works well and to participate in some way in the passage of meaningful legislation.

Are there any aspects of your job that are upsetting?

There are about any job. I don't like to give a constituent bad news. They think it's my fault.

It's difficult to cope with disappointment when you feel that someone you like has voted the "wrong" way. I am painfully aware that some good work gets shot-down through political games. I could not work for someone who operated in this way.

Were there any particular experiences which led you into the political science field?

Yes, in high school I participated in the Model United Nations program. Later I was active in the anti-war movement where I met some very dynamic and committed people. I also learned a lot by listening while tending bar at political parties (and I didn't have to pay to get in).

Is Political Science for You?

To find out if the field of political science is for you, ask yourself which courses you most enjoy now. If the answers are history, civics, or sociology -- you're on the right track. If dealing with many different problems upsets you, political science may not be for you. Read current news magazines; imagine your advice to congressional leaders on campaign financing, or honoring our military commitments in various parts of the world. Imagine some of the possible conflicts involved in having to recommend a single course of action on each issue.

Volunteer to work for a local candidate for election. Study your local government to see what action you can take to make changes, to influence other votes, and to make your opinion known to officials. Also learn what opportunities for influencing the government are not within your reach or the reach of the average citizen. Even if you do not choose to become a political scientist, a lifetime of involvement in the political process can be interesting and demanding.

Sources of Additional Information

- Departmental Services Program
  American Political Science Association
  1527 New Hampshire Avenue
  Washington, D.C. 20036

  Careers and the Study of Political Science. Mary H. Curzon, editor. Booklet, single copies 25¢.

- American Academy of Political and Social Science
  3937 Chestnut Street
  Philadelphia, Pennsylvania 19104

  Publications List gives an idea of varied topics of interest to political scientists and other social scientists.

8. SOCIOLOGISTS

> Sociologists study the many groups that man forms -- families, tribes, communities, and states, and a great variety of social, religious, business, and other organizations that have arisen out of living together. They study and behavior and interation of these groups, trace their origin and growth, and analyze the influence of group activities on individual members.[1]

Some sociologists specialize in problems of the family. Some are most interested in urban problems. Others concentrate on the effects of living in a rural setting or in an underdeveloped country. Systems of education, economics, or politics, and their effects on each other and on people are studied. Sociologists analyze methods of influencing public opinion and of dealing with large crowds of people. The methods of sociological research -- of surveys, of case studies, of controlled experiments -- are the primary concern of other sociologists.

All sociologists are concerned with norms, or accepted behavior and beliefs which group members use to regulate their actions. They are interested in how members function within accepted "normal" behavior patterns. They also want to know what happens when a group member departs from normal behavior. If faces are usually painted blue, what happens when a group member paints his/her face red?

How Does A Sociologist Study Groups?

All sociologists conduct research. If a sociologist decided to study a group of 16-year-old friends, there are many ways the study could be carried out.

First, the sociologist would ask a question -- for example, "How do group members interact on an individual basis?" or "On what basis do members choose a group leader?" To answer the question, the sociologist uses various methods of gathering facts. The sociologist might just observe the group. The sociologist might participate in the group -- hang around with the gang for a while, go to class, meet with group members in the hallways and after school. Eventually each member of the group would probably talk to the sociologist privately or fill out a questionnaire constructed by the sociologist. The sociologist might ask: "Who are your best friends?" "If you have a school problem, which of your friends would help?" "If you are upset about an argument at home, which of your friends would you tell?" A chart might be made showing whom each member of the group picked as a best friend.

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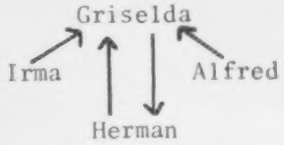
[1] Raymond W. Mack, A Career in Sociology, p.6.



The sociologist might look at town records to find information about the family of each group member. He/she might want to know what work the family members do and how much money they make. If school records are available, grades or the reports of the guidance counselor could be examined. Home-room teachers, neighbors, and relatives of group members might be interviewed.

At each step of research, the sociologist carefully notes every fact. Notes may be so precise that they indicate how many times per day each member of the group talks to another member. Where the conversations take place might also be noted.

Next, the sociologist studies the facts gathered and decides which are the most important. Facts may be organized in tables, or in graphs. Certain sets of facts may be compared or related: for example, the student with many home problems may talk more frequently with certain group members who offer support.

Drawing on specific information the sociologist is able to make general statements about the group. Examples of such statements might be: members talk frequently, and each offers the other sympathetic help for family problems; the group meets daily at Iggie's Ice Cream, Griselda is the group leader in this setting beca[illegible]e buys everyone hot fudge s[illegible]es.

The sociologist might compare relationships in Griselda's group with those of another group in school. If every group in school were studied the sociologist would probably use a computer to file and sort information. After completing a study, the sociologist writes a report telling how the research was conducted. Certain sociologists prefer to conduct research through controlled experiment; others prefer a method involving sympathetic understanding of group processes. Describing the methods which were used for conducting research is a very important part of the sociologist's report, because different research methods may lead to different conclusions from the same set of facts.

In the report, the sociologist also tells the conclusions reached. Each conclusion is carefully documented with facts and figures. If the report states that group members get along with their parents, the responses of students and parents to survey questions will be quoted. The report may define layers of society in a school -- Griselda is considered a leader; Gus is considered a loser. Or it may describe how various groups conflict and cooperate. Do the artists get along with the jocks? The report will outline the norms of the students. It may tell how a new student learns what is important on the high school scene or how students who do not conform to the expectations of other students are made to feel uncomfortable.

The sociologist's report might be published as part of a textbook or in a journal for other sociologists. (The students and their school would not be identified by name unless they had given their permission.) It might be presented to the school committee or to the guidance department. Or, it might be submitted to a private research firm which had sponsored the study. In any case, the sociologist must write clearly.

Where Sociologists Work

Sociologists teach, do research, counsel, and administer. Approximately 80-90 percent of sociologists teach in colleges and universities. Many of them carry out research projects and write journal articles in addition to teaching.

Many sociologists conduct studies for government, for hospitals, for private businesses. Some sociologists working for government agencies do population surveys. Others study the effectiveness of public health or education programs in different neighborhoods, and more sociologists are becoming involved in urban planning. In evaluating health care systems, sociologists might ask: "What kind of people receive good medical care?" "Where are doctors' offices located?" Opportunities for sociologists to work in mental health research are growing.

Sociologists may work for polling firms like the Harris and Gallup polls which sample national opinion on current issues. For private industry sociologists work with personnel problems, do public relations work, and conduct public opinion surveys on company image and new products.

Sociologists are also employed in marriage and family clinics, in youth organizations such as the YMCA, and in community centers. In these settings they might counsel individuals with problems or administer community-wide programs for health screening or recreation.

Criminology - A Growing Field

An increasing number of sociologists are working as criminologists studying the causes and definitions of crime as well as ways of preventing crime. Are our institutions for dealing with crime -- prisons and the court systems -- effective? What is the social organization of a prison? How do the processes of punishment, probation, and rehabilitation function? Sociologists might act as probation or parole officers, as counselors to juvenile offenders, or even as police commisioners. Others may be hired as consultants to research a specific topic. Jobs for sociologists with private correctional services are increasing.

Educational Requirements

For jobs as college teachers, as consultants, or as directors of government programs a doctoral degree, requiring or more years of study after college,

A Director of Research, State Corrections Department, Talks About His Job

What tasks do you perform on the job?

- I do statistical reporting on the flow of people through correctional institutions answering questions such as "How many people are in each institution and what programs do they participate in?"
- I do evaluational research to determine the effectiveness of different programs and the offenders most and least likely to benefit from these programs.
- I manage a data information system so that information from my research can be used for management and policy decisions.
- I design research studies (questionnaires, etc.) on new programs, such as prison furloughs and half-way houses.
- I review report drafts, but I don't usually write reports myself.
- I spend time telling others how research results can be understood and applied. I talk to the State Commissioner and to prison wardens.

Do you engage in activities outside your work that are related to sociology?

Yes, I teach part-time at a university and I give talks at community organizations such as the League of Women Voters and the Lions Club.

is needed. Responsible positions in probation work and counseling, in junior college teaching, as well as in research and statistical work are open to those holding master's degrees. Those who have completed four years of college with a major in sociology will find limited openings, but some may hope to find a job as a caseworker in a welfare agency, as a research assistant, or as an interviewer in a public opinion survey for government or private industry. College graduates might also find jobs as administrative assistants in urban renewal programs, or as junior planners in recreation or other government departments.

In addition to courses in all phases of sociology, including research methodology, sociologists need courses in economics, history, and political science, and a good background in psychology. Those who know methods of data processing have greater chances of finding jobs.

How Sociologists Find Jobs

Job openings in teaching are very scarce; those that are open are most often located through one's graduate school professors who know about openings through the "grapevine." The American Sociological Association publishes the American Sociologist which lists employment openings four times a year. The National Council on Crime and Delinquency distributes a Job Announcement Bulletin to its members. Newspaper listings often indicate openings for research or administrative assistants, and civil service announcements are issued for openings in government work.

What Kind of People are Sociologists?

Because the limits of sociology are not clearly defined, sociologists need to be independent thinkers who can tackle problems or studies which have not been tackled before. Working with groups requires social poise and good communicating skills. Counselors in court systems or in family clinics need to deal objectively with some very emotional problems and, on rare occasions, with the physical risk involved in working with criminals or in rundown sections of cities.

Conflicts and Satisfactions

> In the choice of a career we all bet our lives. Here is the bet for sociology: a field offering great inherent interest, variety, and freedom -- and also the risks that attend these great rewards. What makes going right in sociology so satisfactory is just that it is so easy to go wrong. The study of society is naturally so interesting that, if you are boring or bored, it is your own fault.[2]

Sociologists sometimes work in situations where conflicts could arise. They may find occasions when their skill at dealing with groups could be used to manipulate group thinking or to "sell" the ideas of a particular industry or government group. If a sociologist is hired by the welfare department to research the effectiveness of its programs and the sociologist finds the programs are not effective, it is possible that the report will not be published in order to preserve jobs and reputations.

On the other hand, sociologists find many more situations when their work is rewarding and useful to educators, to lawmakers, or to business administrators. They take satisfaction from helping people understand some of the actions and reactions of society and from applying the results of their research to community problems.

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[2] Raymond W. Mack, A Career in Sociology.

Does Sociology Interest You?

Can you be objective about yourself and others? Try making a chart of the relationships in a group to which you belong. Can you list certain actions which would make someone unacceptable to your group? Think of groups in your town such as the Chamber of Commerce, the Parent-Teachers Association, the Knights of Columbus, the Masons, or B'nai B'rith. How are these groups alike and how do they differ? Try to think of categories of information such as age, sex, jobs and numbers of members, list of officers and duties, dues, by-laws, etc., which you could research in all of them. Would you enjoy finding out this kind of information? If so, a career in sociology might be for you.

> If you are interested not just in understanding for its own sake but in using that understanding in trying to change the world for the better -- what you conceive to be better -- through government or other social service, or even through political action, there is a place in sociology for you.[3]

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[3] Raymond W. Mack, A Career in Sociology.

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  Washington, D.C. 20036

  A Career in Sociology. Raymond W. Mack. Free booklet.

- The Fortune Society
  29 East 22nd Street
  New York, New York 10010

  Fortune News. A newspaper concerned with the prison system and the rehabilitation of criminals.

- National Council on Crime and Delinquency
  411 Hackensack Avenue
  Hackensack, New Jersey 07601

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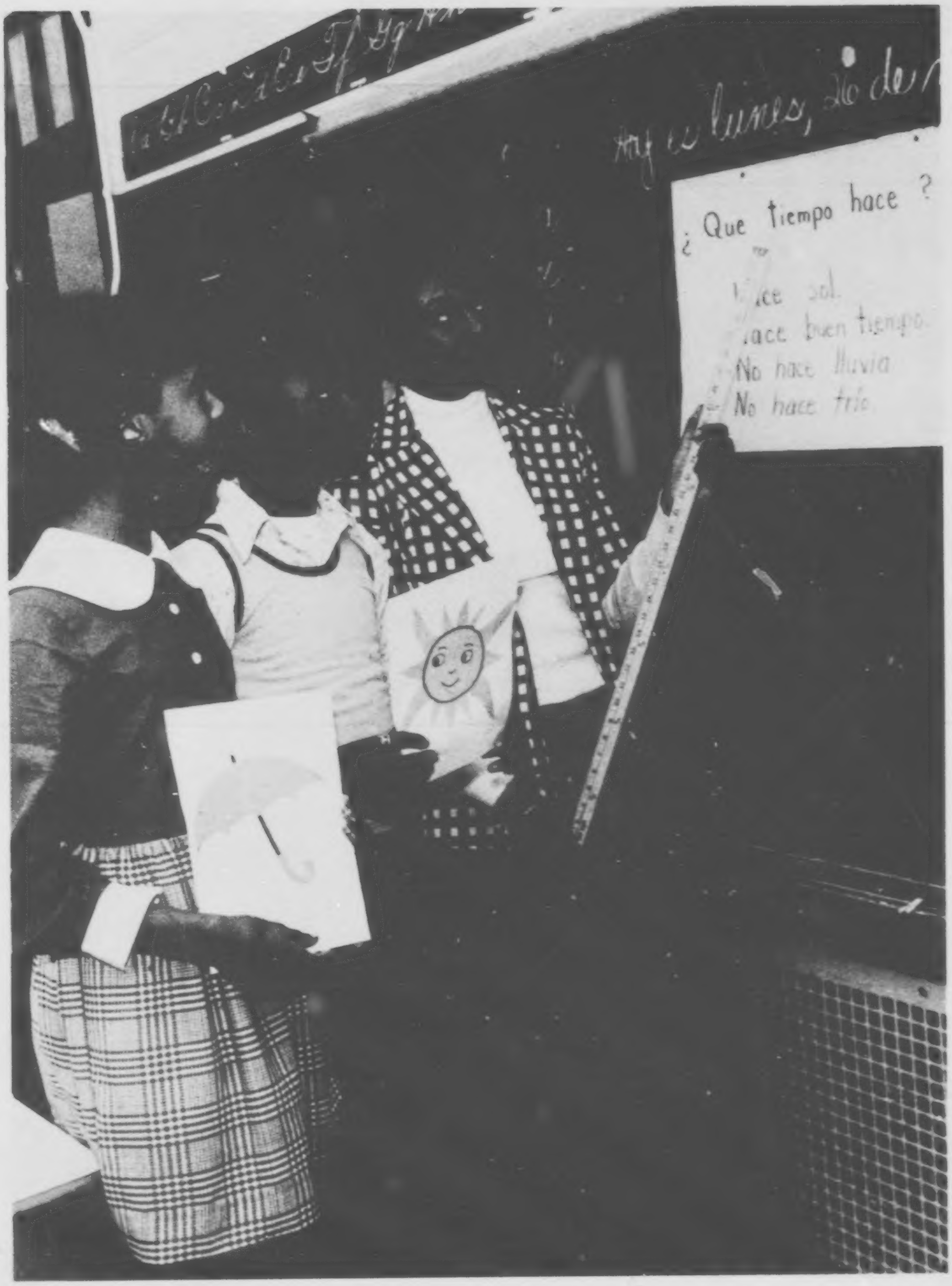
Hoy es lunes, 26 de
¿ Que tiempo hace ?
Hace sol.
Hace buen tiempo.
No hace lluvia
No hace frío.

9. LANGUAGE OCCUPATIONS

> A New York taxi driver loses a fare because he doesn't know Spanish. A corporate president waits in silence while an interpreter closes a deal with important Japanese investors. A nurse in Maine can't diagnose a complaint because the patient is French Canadian. An aspiring opera singer adores *Cosi fan tutte*, but can't understand -- or sing -- a word of it. A government scientist learns about the latest breakthrough in solar energy a full year after it happens, because the news first came out in Russian. All of these people could do their work better if they knew a foreign language...[1]

Language Skills -- An Asset to Many Careers

The ability to use a language other than one's own is an asset to any career. In many cases knowledge of foreign languages is not the primary skill required for obtaining a job, but it is an important secondary skill. Being able to speak and read a second language in addition to having skills and training as an astronaut, a secretary, an administrator, or an agricultural expert is very important and a definite advantage in today's job market.

Opportunities to Use Language Skills

- In Government Jobs (Some Examples)

The Department of Agriculture -- hires attachés. Attachés usually are agricultural experts who also can use a foreign language well enough to be able to help people of another country with a farming problem.

The Department of Justice -- hires speakers of many languages to help at immigration hearings. Needs customs officers and border patrol people who can use another language.

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[1] Richard I. Brod and Lucille J. Honig, *Foreign Languages and Careers*, p.5.

The Department of State -- hires Foreign Service and Consular officials. Language skills are not a requirement for entry into the Foreign Service, but officers are expected to learn a foreign language before they are promoted. Consular officers arrange visas for citizens of other countries. Secretaries with the Foreign Service have excellent chances for travel and advancement (often better than in private business). The Agency for International Development hires economists and political officers with language skills.

Office of Economic Opportunity -- needs people with skills in Spanish and Native American languages for work in ACTION.

The United Nations -- hires guides, secretaries and stenographers who can speak and read more than one language.

The United States Information Agency -- hires people to provide information and cultural services such as films, radio broadcasts, books, and pamphlets in the language of the host country.

The Peace Corps, the Department of Defense, the Narcotics Bureau of the Treasury Department all need people who can speak a language in addition to English. The Bureau of Census hires college graduates trained in economics and sociology who also can use a foreign language when interviewing people in their homes or when doing population research.

Each government agency has different requirements as to what professional training (such as political science, economics, agri-business, etc.) is needed. Each agency also has openings for varying degrees of language expertise. Some employees may need only skills which will carry them through a short social encounter -- "Good morning. Nice weather." Others will need to carry on detailed discussions of trade agreements. Most agencies require that employees be U.S. citizens and most also require a written examination.

•In Private Business

Private business has the greatest number of openings for people with a second language. Spanish, French, and Portuguese are the languages most commonly needed. One language major who had just been hired by a rubber company said,

> From my own knowledge I could list thirty large concerns with active multi-national interests and divisions. Caterpillar, General Motors, United States Steel, Kraftco, General Foods, Kodak, just to name a few, all have large international operations. (Foreign Languages and Careers, p.30.)

Many U. S. companies with offices abroad make it a policy to hire citizens of the host country. Often, however, these companies still place executives abroad or send over teams of workers to help set up new businesses.

The import/export business -- cars, oil, clothing coming from other countries to us, and wheat, steel, and cordwood going from our country to another -- offers the best chances for employment in private industry to those with language skills. Bilingual

Examples of Language Proficiency Ratings for U.S. Government Jobs [2]

Elementary Proficiency

Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on topics very familiar to him... Errors in pronunciation and grammar are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Any person at [this] level should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.

Able to read some personal and place names, street signs, office and shop designations, numbers, and isolated words and phrases.

Limited Working Proficiency

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family and autobiographical information... Can get the gist of most conversations on non-technical subjects... Accent, though often quite faulty, is intelligible... Does not have thorough or confident control of the grammar.

With extensive use of a dictionary can get the general sense of routine business letters, international news items, or articles in technical fields within his competence.

Minimum Professional Proficiency

Able...to participate in most formal and informal conversations on practical, social and professional topics... Vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field... without using a dictionary.

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[2] School of Language Studies, Foreign Service Institute, U.S. Department of State.

secretaries who are capable of talking on the phone, writing a letter, greeting people, and making appointments in two languages are much in demand. Clothing buyers who travel to France and Italy can strike a better bargain and make a better impression if they can speak a little French or Italian. The car or bicycle importer who can speak Japanese at dinner will have a better reception than the one who looks blankly at his bowl of rice. Spanish, French, and Portuguese are the languages most needed in import/export, but new trade agreements have created a growing need for Arabic and Chinese.

- In Tourism

American products go to other countries and so do American people. Tourists from other countries come here. Almost all hotels in foreign countries have someone who can speak English, but only a small fraction of hotels and motels in this country have someone who can handle the needs of the foreign visitor who does not speak English. Members of hotel/motel Project Welcome have agreed to have people with knowledge of Spanish, French, German, Japanese, in addition to English, available to assist visitors. Travel agents, overseas operators, and tour guides are all better at their jobs if they can use a language other than their native tongue.

- In Banking

Where American people and goods go, American money is sure to follow. Banking needs tellers, economists, and foreign exchange experts who know another language as well as how many rubles or yen the dollar is worth today.

- In Journalism

> At a crucial point in recent history when the United States resumed relations with China, it was learned that only six American journalists spoke Chinese. In the whole Middle East at the time of heightened Arab-Israeli conflicts, only one professional journalist spoke fluent Arabic and only a few spoke Hebrew.[3]

Obviously American journalists abroad who can question people in Arabic or in Chinese are going to get the best and quickest stories for their papers. There are foreign departments of magazines like Time, Newsweek, and Vogue. The Reader's Digest is published in 12 languages. Many textbooks and some poetry volumes are published in two languages, or bilingual editions, where English appears on one page and its equivalent Spanish, Japanese, or Russian on the facing page.

- In the Arts

Many people get their first glimpse of another country through films. Writing sub-titles requires thorough understanding of another language. Film dubbing is a way of combining language skills with dramatic talent: dubbers try to match English words to the mouth movements of actors speaking another language (or vice versa).

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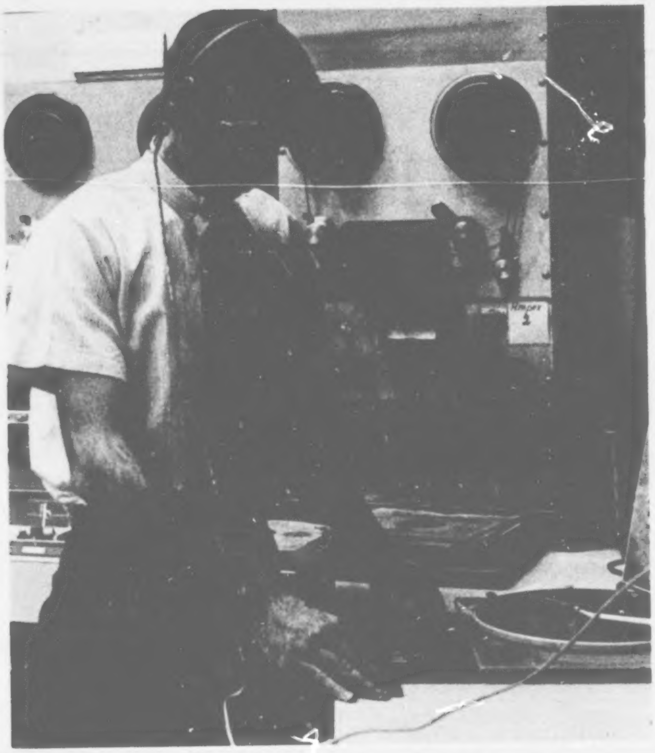
[3] Brod and Honig, Foreign Languages and Careers, p.17.

Without dubbing we might imagine the heroine to be saying sweet nothings when she is really saying, "You creep, you are standing on my foot."

Cultural exchange programs bring the Bolshoi ballet to New York. Agents who arrange such programs are going to make a smoother exchange if they can understand Russian. Musicians must be aware that espressivo and pizzicato do not mean strong coffee, or a small pizza, but "with expression," and "plucked". Museum workers handling loan exhibitions from other countries and those doing research in art history would also be helped by some ability in another language.

Other Jobs

Having some skill in another language is useful to many other jobs. Anthropologists, sociologists, political scientists, geographers, and economists may use another language in their work. Historians, librarians, and lawyers often need ability in another language; so do policemen, doctors and nurses, social workers, and clergy members.



LANGUAGE AS A PRIMARY SKILL

Interpreters, Translators, Teachers

Interpreters

Interpreting and translating are two careers in which language skills are of primary importance. The interpreter listens to someone speak in Chinese, in French, or in Swahili, and then speaks the same words in another language, such as English or German.

Imagine that Inez has been hired as the interpreter for a group of American journalists visiting Peking. If the Premier begins his welcome in Chinese and Inez immediately begins in English, she is doing simultaneous interpretation, interpreting while the speaker is still talking. If the Premier says, "Nice to meet you," in Chinese and then stops and waits for Inez to say the same thing in English, this is called consecutive interpretation. Interpreters may use both methods in one day.

•Conference Interpreter

Much of an interpreter's work is done at conferences such as the Disarmament Conference in Geneva, Switzerland, which has lasted for 25 years. Other international conferences are, of course, of shorter duration. Simultaneous interpretation is preferred at conferences. The United Nations interpreters do simultaneous interpretation; the turn of a dial can bring you a representative's remarks in four other languages.

•Escort Interpreter

When Chinese acupuncture experts come here for a conference, Inez might be hired as their escort interpreter. Her tasks would include: helping with hotel reservations; ordering meals; making phone calls; leading tours of hospitals, city sights and art museums; shopping for presents to bring home to the kids; and just chatting sociably. During the course of a tour she might also do some translation of a travel brochure, or of correspondence from American doctors inquiring about acupuncture.

Translators

Translators work with written words. Books written in Russian are translated into English; the Bible has been published in almost every known language. Translators refer to languages as "source" and "target" languages. Tony has been hired to translate sales brochures for La Dolce Feeta Italian shoes. The brochures are written in Italian; this is called the source language. Tony will translate the brochures into English, the target language. Usually the target language is the translator's native or "mother" tongue.

Translators Specialize

Translators usually specialize in a certain area. Literary translators translate novels, plays, and poetry. This is very difficult work, since word-for-word translations may destroy the art and feeling of the original. Here the reproduction of the original author's thought and feeling is most important. The English version of Dostoevski's Crime and Punishment is considered as great a work of literature and as powerful as the original Russian.

Most translators specialize in an area of non-fiction writing. Scientific translators specialize in chemistry, medicine, aeronautics, or physics for example. Other translators are specialists in law or economics. Translators who specialize understand the vocabulary of their field and usually have some basic training in the specialty.

What Translators Do

A translator with a letter, a research report, or an advertisement to translate will first read the entire text for general understanding. As reading progresses, unknown words are underlined. Next the translator looks up unknown words in dictionaries, or may refresh his/her memory about a new process mentioned by checking a research report. A translator must have available and know how to use a great many reference books. After all unknowns have become knowns, the translator prepares a first draft. It might be typed or tape-recorded. When the draft is completed, the translator checks it for accuracy. The report must be as easily read in English as it was in the original language. Usually several drafts are made before a translation is complete. A translator's work is sometimes checked by a reviewer or revisor, a person with a lot of experience in both translation and work in a specialized field. Reviewers point out errors or sometimes change the translation to be sure that it is understandable.

Translators, like interpreters, often work at conferences and meetings. Translators at conferences usually work in teams. Some meetings require word-for-word transcripts, others only short summaries of proceedings. If a word-for-word report of proceedings is needed quickly translators may work in ten-minute shifts, using a tape recorder while in the meeting. Next, the translator does the translation and passes it immediately to a typist. If there is no hurry, a translator may have several months in which to prepare a verbatim report.

Training and Preparation for Interpreters and Translators

A college ~~degree~~ is usually necessary for translators and interpreters because they need to know a great deal about the history, politics, art, and literature of both their own country and other countries. Translators and interpreters must know correct grammar, spelling and phrasing; they must understand gestures and slang. For example, the European gesture for parting in some countries looks very much like an American "come here". Interpreters and translators also need to understand different dialects or variations in accent and usage wtihin a language. Special training courses for certification in translation and interpretation are available in several schools.

Special Skills

Translators and interpreters are often competent typists and stenographers. Verbatim reporters at the United Nations take shorthand at 200 words per minute. Translators and interpreters have library skills which enable them to use dictionaries, encyclopedias, and research reports with ease. They operate recording machines and often heft earphones and microphones from one conference room to another. Interpreters must concentrate on every word said, and remember each phrase without stumbling. Devotion to accuracy is important for both the interpreter and the translator. Just imagine the differences between our "to," "too," and "two," between a home "run," a "run in a stocking," and a trial "run" -- and some of a translator's and interpreter's problems are obvious.

When you think of physical skills needed by interpreters and translators, you might think of a strong arm for carrying suitcases from city to city, or the good hearing needed for interpreting, but who ever considered a strong tongue and vocal chords? The opera star and the interpreter can both be put out of service by a hoarse voice. The ability to form certain sounds, like the "click" sound called for in some African languages takes a great deal of practice and a flexible tongue. Kissing fish could probably sound a better French "u" than most Americans on their first try.

Personal Qualities

> Certainly in the case of a free-lance translator working at home, self-discipline is essential. Perfectionism is useful, both in polishing the English of the finished text and in getting the proper terminology. Finally, honesty: not taking on work beyond one's abilities, and meeting deadlines religiously. Failure to attend to the latter two points is invariably fatal to a career.
>
> -A Translator

Sometimes a great deal of tact is called for in explaining the customs of one country to visitors from another. Grabbing your roast with your hands may be frowned on at the Ritz, but in another place it may be the only polite thing to do. Aunt Suzabelle may be able to dream fluently in four languages, but she has difficulty making travel arrangements; she is not likely to adapt well to life as a travelling interpreter. Adaptability and independence are two personal qualities needed for this kind of work. Interpreters need the poise common to all good public speakers and they need to be quick thinkers.

Talking with a Translator Who Runs His Own Business

What different kinds of tasks do you do during your working time?

In order of time spent, from most to least, I translate texts on my dictating machine; sell my services to clients; do the minimum amount of office and administration work needed to oversee my office help and typists.

In what particular geographic areas are there likely to be high concentrations of translators?

Washington, D.C. has the largest number of translators, followed by New York City, but a free-lance translator can work well anywhere as long as the postal service exists.

What about the future? What do you think is the general outlook through the next five years for people who are translators; will they be able to find work?

Yes, but they *must* keep abreast of the situation through membership in organizations such as the American Translators Association. They must select the languages that form a pool of work (e.g., Russian, German, French in the case of technical translators; Arabic, Farsi, and Romanian for those with political or intelligence careers in mind).- They must provo their superiority to the vast sea of inferior translators who clutter up the field and often give it a bad name.

What changes do you foresee in twenty years?

- Increased use of computer-stored vocabularies and glossaries, decreased importance of paper dictionaries;
- More use of teletype and telex to link translator and client, rather than the slow and inefficient mail;
- Universal use of dictating equipment instead of typing to produce translations.

Finding Jobs

After all their training is completed, how do translators and interpreters find jobs? Those who want to work for the United Nations take a written examination. Most government jobs are obtained by taking the Federal Service Entrance Examination and follow-up interviews. The Association of Professional Translators has a placement service. Membership in the American Translators Association and the American Society of Interpreters may provide needed contacts. Lists of translators with specialized skills are maintained in London and New York. There are directories such as the *International Directory of Translators* which record qualifications of individuals. Free-lance interpreters and translators must pound doors and use the phone to remind commercial services, businesses, and publishers of their talents and availability.

Free-Lance Work

The majority of interpreters and translators do free-lance work. They do not work for any single company and do not receive a salary. Some interpreters and translators sign term contracts with an employer for the length of a book, a research report, a conference, or a tour. They are then paid a fee on completion of their work. Interpreters are usually paid by the day, and while they are travelling, all their expenses are paid. Translators may be paid by the day, by the page, by the number of words translated, or by the hour.

Work Settings

Interpreters and translators who work full-time and who are paid salaries are rare indeed. There are only several hundred in the country and most of them work for the U.S. Government. The Language Service Division of the U.S. Department of State has the largest staff of full-time interpreters and translators; it also hires many free-lance workers for conferences and special assignments. If the target language is English, an interpreter or translator for this division needs to know two other languages. If the interpretation or translation is from English, only one other language is required. The Joint Publications Research Service of the Department of Commerce does many translations for other government agencies.

When thinking of interpreters and translators, many people think immediately of the United Nations. U.N. interpreters must know three of the five official U.N. languages -- Chinese, English, French, Spanish, and Russian. Very few Americans have been able to meet the difficult requirements for a job as a U.N. interpreter or translator.

Commercial translation agencies are businesses which translate whatever people need translated -- correspondence, architectural instructions, business contracts, or research reports -- for a fee. Some agencies have a small full-time staff, but since there are so many languages to be translated, most maintain a list of translators with their languages and areas of special knowledge. The agency calls the translator, who is paid by the agency when the translation is completed.

A few translators and interpreters are employed on a salary basis by multi-national private business and research foundations.

Advancement

It is occasionally possible for a stenographer with language expertise to break into the translation field by doing some translation at conferences. Translators and interpreters who have been working for years often move up to become reviewers and revisors of other translator's work. Interpreters move up to become coordinators of all interpreting activities at large conferences. They often have a hand in actual planning of some international conferences, since much of the success of the meeting depends upon good interpretation.

Problems and Satisfactions

Some of the problems an escort interpreter faces are obvious -- irritable and demanding tour members, and the pressures and exhaustion of constant travel and irregular hours.

Other problems are not so obvious. The interpreter must be very careful not to allow his/her personality to intrude while interpreting. A peacemaker must faithfully translate every hot word of a nasty argument. A translator must put as much effort into something he or she considers boring and useless as that considered fascinating and a contribution to world understanding.

The greatest sense of satisfaction for most translators and interpreters comes from acting as a bridge between peoples. Helping governments cooperate, business people make trade agreements, and one country appreciate the poems and novels of another is an opportunity open to few people.

Rewards and Conflicts

What do you find most satisfying about being a translator?

> To those who may think of translation as a dull job of looking up words in dusty dictionaries, I say, look at me. I have made the business fit my personality. I meet interesting people on my assignments, I go into laboratories to learn the parts of machines, I travel, and I am respected as a craftsman who excels at his trade. The last is every man's goal, I feel.
>
> I set the pace. I can work hard, or not at all. I can work all night, weekends, or go away for a month (provided I've made arrangements for work to be done in my absence, of course). So freedom is uppermost in the list of good things. Secondly, I can continue working without fear of being laid off at 65. Third, I can do my work anywhere, even on a plane with a portable dictating machine, earning my fare as I fly! Fourth, the money I earn is very good for my needs... and after a childhood of poverty, that's fine.

What do you find least satisfying about your work?

> I'm a perfectionist... the work is never going to be good enough to satisfy me. I can't hope to know everything about a given field, but I will try my best. Even so, I sometimes feel like a charlatan, delivering a talk on a subject about which I know little if anything -- the words are in good English, but the jargon might make an expert in the field smile.

Are there any conflicts that translators might have to deal with?

> I found when I spent some time as a translator in the intelligence community in Washington that I could not sleep at night, thinking that my translations were being fed into a computer that would determine the number of missiles to be launched at the Soviet Union and its allies in the event of a war, to ensure maximum destruction of the places and people about whom I had written.

Language Teachers

How do interpreters, translators, foreign service officers, etc., learn other languages? There are over 80,000 teachers of languages in elementary schools, high schools, colleges, universities, and private schools. Some teach foreign languages to English-speaking students; some teach English to speakers of other languages.

Some teachers specialize in linguistics, the study of language structure, of grammar and vocal patterns. People who are linguists study the common and differing elements in all languages. Most linguists are teachers, but some are anthropologists and others are involved in developing computer languages. A few hope to find a common language which all people could share, thereby helping to create a more peaceful world. Esperanto and Interlingua are attempts at such a language.

In addition to teaching duties -- conducting vocabulary drills and classroom conversations, taping tomorrow's assignment -- teachers grade papers, supervise taco or chop-suey making for clubs, meet with students and the faculty salary committee. (See chapter on Educators.) If teachers have any energy left, they may do translation work in their non-teaching time.

There are various qualifications necessary for different teaching jobs. Elementary and high school teaching usually requires a master's degree (five years after high school) with many courses in language and education. A doctoral degree (seven or more years after high school) is necessary for college teaching. Private schools have varying requirements. Native speakers of languages other than English can sometimes find paid or volunteer positions as teacher aides though they have no formal education.

What About You?

Does working and using another language sound exciting to you? Your best chances are to develop your language skills while acquiring training in another field such as chemistry, engineering, or marketing. Remember that interpreters and translators are a very small and select group. The fluency necessary requires not just good but markedly excellent language abilities, and much exposure to another culture. You may have this exposure if you are Greek-

Italo-, or Spanish-American and you are growing in a home where two languages are spoken.

Taking two language courses in high school is a good way to begin your training. Being capable in English is also important. Joining the language club will give you some idea of customs of other countries. Use every chance you have to talk another language. Try to read foreign newspapers or magazines; listen to local radio programs broadcast in other languages. If possible you can travel, study or get a job for a while in another country. Though few people become full-time translators or interpreters, you can add to your future employment possibilities through everything you learn about other languages and other people.

Some Advice for Students Interested in Becoming Translators

- Pick a language or family of languages that is significant in translating in the United States (e.g., German, French, Russian, Chinese, Arabic).
- Learn that language inside out.
- Take courses in the area in which you plan to do the translation (biology, physics, etc. for technical translators; history, geography, politics for the translator who wants a career with the CIA or National Security Agency).
- Keep abreast of the latest developments in the field -- read, read, read.
- Learn to type -- I wish I had!

-A Technical Translator

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  Your Future in Translating and Interpreting. J.F. Hendry. New York: Richards Rosen Press, 1969.

  Opportunities in Foreign Language Careers. Dr. Theodore Huebener. Louisville, Kentucky: Vocational Guidance Manuals, 1975.

- Additional Resources

  American Council on the Teaching of Foreign Languages
  62 Fifth Avenue
  New York, New York 10011

  American Society of Interpreters
  1010 Vermont Avenue, N.W. - Suite 917
  Washington, D.C. 20005

  American Translators Association
  P.O. Box 129
  Croton-on-Hudson, New York 10520

  International Friendship League
  (provides pen pals)
  40 Mount Vernon Street
  Boston, Massachusetts 02108

10. LAWYERS, JUDGES, PARALEGALS, LEGAL SECRETARIES, AND COURT REPORTERS

LAWYERS

> Lawyers are the negotiators, the adjusters, the advisors, the draftsmen, the organizers, the planners, the peacemakers...
>
> -Erwin Griswold

Every day newspapers carry accounts of activities of lawyers in school busing cases, in much publicized criminal trials, in divorce cases of famous people, and in salary negotiations for sports figures. Tv shows portray lawyers as being romantic, aggressive, and involved in the lives of clients. Is this all real? Not necessarily.

Lawyers do most of their work in offices and most of the problems they work on do not make juicy newspaper or tv stories. When someone you know needs the help of a lawyer, the assistance is usually in selling a house, in making a business contract, in drawing up a will, in getting payment for damaged property -- not in cases which attract publicity.

What Does a Lawyer Do?

A person who brings a problem to a lawyer is called a client. Lawyers discuss problems with clients. They ask questions and try to determine facts. What happened? Who was involved? When? Where? Why?

Lawyers advise clients of their rights and duties under the law. You have a right to free speech, but loud shouting of your opinions at 4 a.m. violates the right of your neighbor to a good night's sleep.

All lawyers do research. They have many books outlining local, State, and Federal laws. They keep up with recent laws enacted by Congress and by State legislatures. They check past court decisions on problems similar to those of their clients, and they read about new decisions made by the courts. For instance, lately you may have read of cases where students who feel that they have been unjustly suspended from school are using the services of lawyers; such cases require research by the lawyers.

When research is completed, lawyers may recommend a course of action or they may carry out an action requested by a client. They may advise a client to sue for damages, or to set up a trust fund to avoid large inheritance taxes, or at the request of a client, they may prepare wills and business contracts. The action of lawyers is of course determined by the client's needs.

Lawyers represent their clients. In other words they act for, or on behalf of, their clients. Lawyers represent their clients in court cases; often there is no need for the client to appear. Lawyers in court act according to established procedures. They make motions, and present evidence. They examine witnesses and present arguments to convince the court to reach a decision which is beneficial to their clients.

Advising, researching, and representing clients are tasks that all lawyers do, but two different lawyers may have two very different jobs. Tim and Eva, both recent law school graduates, answered some questions about their work. The answers were the same to some questions, but quite different to others.

Two Lawyers Talk About Their Working Lives

	EVA	TIM
What is your job?	I am a law partner. I own a law firm with another lawyer.	I am an associate attorney. I work for a Wall Street law firm in New York.
For whom do you work?	Myself.	The firm's partners.
Do you have freedom to plan your own time, to make decisions?	Yes, a great deal.	Some, but I must work under the guidance of a partner.

What different kinds of tasks do you do during your working time?

EVA	TIM
I am in general practice. I do all kinds of legal work, I prepare wills, assist people when they buy a house, transfer property, prepare deeds. I do some divorce work, some collection work -- getting people to pay back bills. I work on inheritance taxes. I am involved in a few criminal cases; I go to court when necessary. I correspond with clients, call other attorneys, file, keep financial records.	I specialize in corporate law. I research specific points in legal reference texts. I write briefs -- long or short papers which explain a lawyer's (or a client's) position on a point of law. I write memos for partners about a case in progress; the partner then talks with the client and passes on the information I have dug up. I attend hearings where trial issues are discussed, and hopefully simplified, before a trial begins.

Are there any skills that are helpful to you in your job?

Both agreed:

A good use of the English language is essential to all lawyers. You must be able to organize and present materials clearly, both orally and in written form.

You need negotiation skills, that allow you to bring two people in conflict to an agreement. You need business skills and an ability to compete for clients.	You need to know how to use a legal library.

What personality characteristics are assets to lawyers?

Both agreed:

- Lawyers need to be thorough and accurate. You need self-discipline to keep at work and to complete it.
- You need curiosity and an eagerness to learn, an ability to keep up with developments in many fields.
- You must respect people's confidences, and be able to talk with people persuasively.
- You must be calm, poised, and self-confident.
- You need guts to go into court and fight it out.
- You need flexibility to do whatever is required.

Are there things you do during your non-working time that are related to your work?

Both agreed:

Yes, read, read, read. Keep up with new developments. Maintain membership in professional associations.

How are you paid?

EVA	TIM
If a cash award is made to one of my clients in a court case I sometimes get a percentage of the amount. Some people pay me a retainer, an amount somewhat like a salary to keep working on their various legal problems. Some people pay me by the hour.	A yearly salary, and one that is considered good for a beginning lawyer.

What education is needed for your job?

I earned a master's degree in history before I started law school.	You need a good exposure to history, government, economics, and philosophy. Go to a good law school, preferably Ivy league, or be at the very top of your class in another law school.

To what extent are you self-taught?

Ninety percent, law school did not really prepare me for the kinds of problems I deal with daily.	Very little, I constantly draw upon my training and the advice of other lawyers in the firm.

How do lawyers like you find work?

Through professional associations, by mingling with people in the community, and through recommendations from other lawyers, clients, and friends.	I interviewed law firms while I was still in law school.

Are chances for finding a job like yours better in certain parts of the country?

Chances for starting your own general law firm are better in smaller communities.	There are jobs for specialists in all large cities.

What would you consider an advancement in your present job?

EVA	TIM
More money.	A chance to do more trial work. Becoming a partner.

What other jobs might this job lead to?

It might lead to an executive position in business or becoming a judge; most likely becoming a specialist in one aspect of law.	This is a good position for career development. It might lead to a job in government service, or becoming a partner in a private firm.

What is most satisfying to you about your work as a lawyer?

I love to get people's affairs in good order and I enjoy solving problems. I also like to win cases.	I like hard work and the feeling of pride in a job well done.

What is least satisfying to you?

Inability to get legal procedures under control -- I'm always making motions to the court to correct a procedure I did wrong earlier.	Long hours, lack of independence.

Are there times when you have a sense of conflict about your job?

Yes, sometimes I advise a client to settle out of court and then worry that I haven't really represented him fairly. Sometimes I am upset about defending a client I think is guilty. I get tired of putting the best face on everything. Sometimes clients want advice on how to evade the law. There are enormous ethical considerations all the time.	Some lawyers might find working for a large corporation to be unacceptable. On a personal level conflicts may arise if you find your superiors lazy, incompetent, and unsympathetic even if you are working hard.

Tim's job is fairly typical of the young lawyer starting out with a large firm and specializing in one aspect of law practice. Eva's tasks are typical of those handled by a lawyer beginning his/her own practice. As a new lawyer Eva is lucky in having enough clients to keep her busy full-time. Many lawyers just starting out may hold a full-time job with a firm while trying to build their own business during their off hours.

Though Tim and Eva do different tasks on the job and have different personal opinions on issues such as conflicts in their work, they agree on a number of points. They both stress the importance of a sound educational background in English, history, and the social sciences (economics, political science, sociology). Though Tim rarely works directly with clients and Eva constantly does, they both agree on the personality characteristics needed by lawyers. Lawyering is hard work requiring poise, aggressiveness, flexibility, self-discipline, and a lot of time. Both say that good oral and written communication skills are crucial; so is the ability to organize and present facts and ideas clearly. Tim and Eva thought that most lawyers would agree with them on these points.

Where Lawyers Work

Like Eva and Tim, most lawyers are in private practice. That is, they are in business for themselves and share an office with one or more partners, or they work for a private law firm. In general practice, lawyers handle all kinds of cases for clients. They plan wills, they write contracts, they check mortgage and loan agreements, and advise on correct tax reportage. They handle divorces, unravel child guardianship problems, and counsel teenagers accused of vandalism. They represent people charged with burglary and trespassing, and those charged with socking their neighbor at a Saturday night party.

Some lawyers or law firms specialize in one aspect of law, such as matrimonial matters, personal injury, or criminal law. Other areas of concentration might be international law, maritime law, or trial work. Patent law protects rights on inventions and engineering modifications. Public interest law includes environmental laws which define the currently acceptable limits of pollutants in our air and water, and consumer laws which protect people from false advertising claims and unusable merchandise.

Lawyers working for the State and Federal governments often specialize in one of the areas mentioned above. They work in the Departments of Justice, Defense, and Treasury, which includes Internal Revenue, in State consumer protection agencies and in welfare offices, to name a few agencies. Lawyers in the Office of Economic Opportunity tell people if they are eligible for special aid, for a pension, for social security payments.

Lawyers work for private industries such as U.S. Steel, IBM, and Sunshine-Nabisco. Some are counsels to professional organizations and unions such as Actors Equity or AFL-CIO; others represent professional athletes during negotiations for contracts. Some lawyers specialize in legal aid work, helping people who would not normally be able to afford a lawyer's fee. (These lawyers are paid by government funds or private charitable contributions.) A small number of lawyers teach in law schools. Others use law as a starting point in a political career: two thirds of the U.S. Presidents have been lawyers, as are many members of Congress.

Many people trained as lawyers do not practice law, but use their legal skills in other kinds of work. Manufacturing, finance, hospital and college administration, real estate and other sales are examples of fields where a legal background is valuable.

JUDGES

Judges and lawyers work together in private hearings and in many different courtrooms. Each courtroom is presided over by a judge or magistrate. The judge is the superior officer of the court and establishes the rules by which a hearing or trial proceeds. A judge must, of course, remain within the limits of the law at all times. The judge examines evidence presented by the lawyer for the prosecution (the person, company, or State bringing charges) and the lawyer for the defense (those answering the charges). The judge decides if the evidence is appropriate to the particular issue on trial.

The judge settles arguments between attorneys in the courtroom. The judge may rule one of them out of order. Or, a suggestion may be made as to a procedural change which would satisfy both lawyers.

In cases where there is no jury, a judge decides the case. In a trial where a jury is present the judge often makes clear to jury members exactly what the legal issue is in a particular trial. For example, the fact that a woman has been found guilty of stealing candy from a baby would not have any effect on a charge against her for speeding; the jury is charged to consider the speeding question only.

Depending upon the verdict in a particular case, the judge may award damages, dismiss the case, or sentence someone to a prison term. Again, the judge must act within the limits of the law. A person cannot be sentenced to 25 years of hard labor if the limit for the crime committed has been set at ten years. People cannot be ordered to pay fines larger than the limit set by law.

A judge also writes and does research. Legal decisions and opinions must be clearly stated. Reasons for decisions must be understandable and supporting research in previous cases accurately cited.

There are Many Different Courts

Judges and lawyers work in many different courts. Judges in local general courts hear all kinds of cases. In large metropolitan areas there are often special courts for juvenile or traffic cases. Judges work in State Appeals and Supreme Courts, where several judges hear a case together.

Cases involving violation of Federal law are tried before a judge in a U.S. District Court. Cases tried in a U.S. District Court can be appealed in one of eleven U.S. Court of Appeals. At least two judges hear every case in an appeals court.

Judges sometimes "move up" within the court system -- from local court to appeals court to supreme court. The highest honor and greatest responsibility in the legal profession is being a judge in the U.S. Supreme Court. The nine justices of the Supreme Court hear cases of controversy between two or more states, appeals from lower Federal courts, or State Supreme Courts, and preside at trials which involve the United States as a nation.

There are also a number of special Federal courts, such as the Court of Military Appeals, the Court of Customs and Patent Appeals, and the Tax Court of the United States.

All judges of Federal courts are appointed by the President of the United States and approved by the Senate. Appointments last for the lifetime of the judge. States have different methods for selecting judges; the majority are elected by voters for a limited length of time. Judges are appointed by the governor or the legislature in states which do not hold elections.

Judge Magistrates

Judge Magistrates (or Justices of the Peace) usually work in rural areas. Their tasks are varied, and combine some elements of lawyers' and judges' work. Justices sometimes perform marriage ceremonies and witness the signing of documents. They act as "free-lance district attorneys," prosecuting wrong-doers in their jurisdiction. They act as both judge and jury for traffic violations and other minor cases.

> My dear Paul:
>
> No one can be a truly competent lawyer unless he is a cultivated man... The best way to prepare for the law is to come to the study of the law as a well-read person. Thus alone can one acquire the capacity to use the English language on paper and in speech and with the habits of clear thinking which only a truly liberal education can give.
>
> No less important for a lawyer is the cultivation of the imaginative faculties by reading poetry, seeing great paintings,...and listening to great music...
>
> -Felix Frankfurter[1]

Education and Admission to the Bar

The "bar" is the railing where prisoners traditionally stand in a courtroom. The "bar" has come to mean the entire group of lawyers practicing before the bar, in other words, all lawyers working today.

Each state has different rules for admission to the bar. Becoming a lawyer (or a judge) usually requires:

- Taking the college preparatory course in high school
- Completing four years of college

  In a survey of members of the American Bar Association (a professional association of lawyers and judges) English language and literature were considered the most valuable pre-law subjects. Government was in second place, economics in third.

- Taking the Law School Admission Test
- Attending law school for three years full-time (or equivalent part-time), earning a J.D. (juris doctor) degree. (A few states still do not require formal studyof law.)
- Passing a written examination given by the State Board of Examiners
- Being a U.S. citizen of good moral character

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[1] Albert Love and James Childers, Listen to the Leaders in Law.

In addition to this long educational process, the acquisition of some specialized knowledge is also helpful to certain lawyers: engineering knowledge is an asset to patent lawyers, accounting to tax lawyers. Psychology might be useful to the lawyer who hopes to handle criminal cases.

Finding Jobs

New lawyers graduating from schools approved by the American Bar Association and ranking high in their class will be able to find jobs. At present however, there are more new graduates each year than jobs available. For many, job hunting may be a long and difficult process. The American Bar Association has a placement service to help its members find positions.

Some people think that a system of prepaid legal service (a sort of legal insurance policy) will provide opportunities in the future for many new lawyers. Under this system employees of a company or members of a union pay a certain amount out of each paycheck for legal services. Then, when employees do need the services of a lawyer, the company or union provides one at no extra charge.

Points to Remember about Lawyers and Judges

- Lawyers -- tell people their rights and duties under the law

  do research in libraries and legal records

  write short summaries, briefs, correspondence

  prepare legal documents such as wills and contracts

  represent people in divorce, traffic, tax, environmental, labor, personal injury and many other cases. Most lawyers specialize in one area.

- Most lawyers are in private practice. They work for a firm of law partners, or they work for themselves. Other lawyers work for government agencies, businesses, labor unions, and professional organizations.

- Lawyers are paid by various methods. Lawyers who work for someone else, such as a government agency, are paid a yearly salary; others receive fees for each piece of work; some are paid by the hour. Still others receive a percentage of awards made to their clients by the court.

- To become members of most State bars, it is necessary to go to college, complete three years of law school, and pass a written examination.

- There are more law school graduates than there are jobs available. Starting out on your own is risky, but the best chances are in the suburbs.

- Judges -- establish rules for a hearing or trial

  hear and examine evidence

  study previous cases and opinions of other judges

  decide cases where there is no jury

  pronounce the end result of a trial, such as sentencing or dismissal of a case

  write case summaries, opinions, and decisions

- Judges need the same educational training as lawyers.

- U.S. Government judges are appointed by the President. Their job lasts for their lifetime.

  Judges in states may be appointed by the governor or legislature or elected -- the procedure depends upon the particular state's laws.

- Judges receive a yearly salary (in most instances).

SOME LAW-RELATED OCCUPATIONS

Most lawyers do not work alone (though some do). In their offices they are assisted by capable legal secretaries and some have the help of paralegals. In the courtroom a lawyer can ask the court reporter to read back the statements of the last witness. When doing research on a case a lawyer may consult with a law librarian.

> It has been estimated that if every lawyer in the country (some 300,000) devoted full-time to the needs of the poor, the poor would still be underrepresented. The use of the paralegal personnel is seen by many as a way to make a dent in this problem.[2]

Paralegals

Paralegal is a new word and a new job. People holding this job are sometimes called legal secretaries, legal assistants, research assistants, or lay advocates. Primarily they help lawyers bring legal services to the large number of people who need them. The responsibilities of paralegals are as varied as the lawyers who hire them. While none can represent a client in court, paralegals do interview clients. They also maintain files and libraries, and search public records for information. Sometimes they write short summaries of court cases or prepare legal documents. Occasionally they testify in court about documents they have researched. Some paralegals draft pleas, a person's answer to charges. Most paralegals are specialists in one particular field of law, such as real estate or corporate law. All work is done under the supervision of a lawyer.

Presently there is no required training which leads to a license or a degree of certification for paralegals. Some private training courses exist, and most of these programs require completion of high school before entering. Many paralegals are trained by the lawyers who hire them. Paralegals, the National Association of Legal Assistants, and the American Bar Association are considering suggested courses of study at this time, particularly at the two-year community college level.

In large offices, paralegals may work with legal administrators or office managers especially trained for lawyers' offices; in smaller offices they may assume some office manager's tasks. Again, in large offices, a paralegal may do research in a library maintained by a law librarian (see chapter on special librarians); in smaller offices the paralegal may check books in and out of the library and order new additions.

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[2] William P. Statsky, "Paralegals: A New Career in Law," Technical Education Reporter.

Many people in the legal profession believe that paralegals will have very good employment prospects in the future. In addition to assisting lawyers in private firms, paralegals could expand the services of government agencies like the Office of Economic Opportunity Legal Services offices, or help to perform preliminary investigations for hearings within government departments. Other people are concerned that paralegals may be competing for jobs that would otherwise be filled by young lawyers in need of work.

Paralegals enjoy the challenge of responsible work and the reward of helping people locate resources which they might otherwise not have known about. However, some paralegals are frustrated because their roles are not clearly defined and they seem to have no decision-making powers. Some find satisfaction in following a case from research to verdict, while others like the variety of working on many different cases. Those who enter paralegal work in the near future while the limits and responsibilities are still being explored, will have an unusual chance to plan their own working futures and to define their tasks in a varied field.

Legal Secretaries

A legal secretary must have good skills; he/she should type 60 w.p.m. accurately and take shorthand at 120 words per minute. Preparing legal documents such as contracts, wills, and house sale agreements requires perfect copies with no strikeovers or spelling errors. Familiarity with legal terms is also necessary. The "party of the first part" does not mean the get-together before a dance.

In addition to regular secretarial duties -- distributing mail, making phone calls, typing, greeting visitors, filing, and scheduling appointments -- a legal secretary often maintains the "docket" or register of a lawyer's cases as well as maintaining a library of legal reference books. A legal secretary is sometimes asked to assist with complex paperwork in the courtroom.

Most legal secretaries have completed high school; many have attended college. Some schools offer special training courses which include business law and terminology. Job prospects for trained and skilled legal secretaries are good. The office hours are usually regular and the surroundings generally pleasant; the pay is slightly higher than that for other secretaries.

Shorthand Reporters

- Court Reporters: take down, word-for word, everything said during court proceedings.
- Hearing Reporters: record proceedings of hearings of government agencies.
- Legislative Reporters: record speeches and debates of Congress and State legislatures.

Shorthand reporting often requires keeping pace with talk at the speed of over 225 words per minute. Good hearing is often necessary, especially if tempers and voices are high in the courtroom. Accuracy and concentration are very important; a mistake could have a serious effect on the outcome of a case.

Shorthand reporters operate stenotype machines which type in alphabetic shorthand form. If a transcript is requested these shorthand notes are then typed out, often by the reporter. Sometimes a reporter reads the notes into a dictaphone; the tape is then transcribed by a typist.

A reporter who has a full-time job in a court or a government agency is called an "official" reporter. Some official court reporters are appointed by judges; others must take a civil service examination in order to qualify.

There are also reporters who do work on a free-lance basis. They do temporary court work, or get hired to record testimony at an accident scene, record a stockholders' meeting, take notes at union sessions where members are negotiating wages, and other similar work. Some free-lance reporters seek work on their own; others work through reporting agencies which locate work, send reporters on temporary assignments, and pay the reporter part of the fee collected from the client.

Shorthand reporting requires completion of high school and excellent shorthand and typing skills. The National Shorthand Reporters Association sets standards for the profession and offers help in locating jobs. Most reporters complete two years of study beyond high school and some states require that they pass a written examination to qualify for a certificate.

Shorthand reporting requires the patience to sit for hours and never allow your attention to wander. Reporters do have a chance to hear some interesting cases, but also some boring ones.

Job Outlook

- Legal secretaries are in demand.
- Shorthand reporters have good chances for jobs with agencies that take on many kinds of reporting jobs. Jobs as "official" reporters (hired by a judge) are harder to find.
- Opportunities for paralegals are growing -- slowly.

If you are interested in any of the occupations in the law field, visit a courtroom and consider the duties of each person present. Do you have the skills and personality which would enable you to become one of them? Talk to a local lawyer who handles all kinds of legal work. Consider which kind of work appeals most to you.

If you enjoy debating and your English studies, if you like thinking about the differences between words, between one way of putting a thought and another, you might enjoy law studies, paralegal work, or work as a legal secretary. Not every worker in law needs the poise of a courtroom lawyer; in some law cases quiet research is most important. In a field as varied as law, there is a place for different styles as well as different abilities.

Paralegals

- Do legal work under the supervision of lawyers. They -- talk to clients
    - search through public records and case histories
    - keep legal files and libraries up to date
    - write summaries of court cases
    - prepare some legal documents.
- Many paralegals are trained on-the-job by the lawyers they work for. Some lawyers prefer that paralegals have some college training. There are training courses available (lasting six months to two years).

Legal Secretaries

- Need -- excellent typing skills (60 words per minute)
    - rapid shorthand (120 words per minute)
    - a knowledge of legal terms and some legal processes.
- In addition to regular secretarial duties legal secretaries may keep the lawyer's docket, keep the legal library in order, help arrange papers in the courtroom (now and then).
- Legal secretaries need a high school diploma and a special course in legal terms and procedures.

Shorthand Reporters

- Use a machine that takes shorthand at 225 words per minute. With this machine shorthand reporters take down word-for-word everything said in a court case (or in a hearing or legislative session).
- Usually train for two years after high school to earn a certificate.

Sources of Additional Information

- Alumnae Advisory Center
  541 Madison Avenue
  New York, New York 10022

  "Law" and "Legal Assistant." Job fact sheets, 75¢ each.

- American Bar Association
  1155 East 60th Street
  Chicago, Illinois 60637

  Careers in Patent Law. Booklet, 25¢.

  Law as a Career. Booklet, single copy free.

  The Training and Use of Legal Assistants: A Status Report. Booklet.

- Association of American Law Schools
  Law School Admission Test Council
  Educational Testing Service
  P.O. Box 944
  Princeton, New Jersey 08540

  Pre-law Handbook. A discussion on pre-law and law study and a list of law schools, $2.50.

- Association of Independent Schools and Colleges
  1730 M Street, N.W.
  Washington, D.C. 20036

  "Your Career as a Legal Secretary." Free brochure.

- National Association of Legal Assistants
  3005 E. Skelly Drive, Suite 120
  Tulsa, Oklahoma 74105

  Definition of legal assistant and membership brochure.

- National Association of Legal Secretaries
  3005 E. Skelly Drive, Suite 120
  Tulsa, Oklahoma 74105

  "So You Want to be a Legal Secretary?" Brochure, 5¢.

- Articles

"Law School Graduates Face Tight Job Market." Steve Ginther.

"The Uncertain Road to Law School Admittance." Bernard J. Lammers.

"Legal Assistant: New Career in the Making." Alex Kacen.

All of the above in Occupational Outlook Quarterly, 19, 3 (1975).

"Shorthand Reporters." Career World, 3, 9 (1975).

"So you Want to be a Legal Eagle." Career World, 3, 5 (1975).

"A Paralegal is Not a Lawyer in a Wheelchair." William J. Manikos. Manpower, October, (1975).

"Paralegals: A New Career in Law." William P. Statsky. Technical Education Reporter, 1, 3 (1974).

- Books

Careers in the Legal Profession. Paul Sarnoff. New York: Julian Messner, 1970.

Listen to the Leaders in Law. Albert Love and James Childers. New York: Holt, Rinehart and Winston, 1963. (Caution -- this book assumes all lawyers are male.)

The Lawyers. Martin Mayer. New York: Harper and Row, 1967.

What Lawyers Really Do: Six Practicing Lawyers Talk about Their Life and Work. Bernard Asbell. New York: Peter H. Wyden, 1970.

Your Future as a Shorthand Reporter. Edward J. Van Allen. New York: Richards Rosen Press, 1969.

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11. MUSEUM WORKERS

What is a Museum?

A museum is a collection of objects arranged in a meaningful way. Anybody might collect coins, candy wrappers, or old socks. If these are stuffed under the bed, they have little resemblance to a museum. However, if the collector arranges objects by date, by color, or by design, the person is performing some of the tasks done in a museum.

Museums, like objects, come in all shapes and sizes. There are huge museums like the Smithsonian Institution which exhibit dinosaur skeletons, paintings, airplanes, and maybe even socks. There are small museums devoted to a collection of arrowheads found in one person's backyard.

Some museums are started by a group of private individuals or a single company. A group of people interested in carved ivory might pool their money and time to collect, research, and display ivory. Many museums are run in cooperation with a college or university, and many are sponsored by local, State and Federal governments.

Four Major Categories of Museums

The four major categories are:

- Museums of art
- Museums of natural history
- Historical museums
- Industrial museums.

Art museums collect paintings, drawings, and photographs; they gather sculpture and useful and beautiful objects made from metal, wood, pottery, and paper. Natural history museums focus their collections on plants, animals, and minerals; sometimes exhibits in these museums demonstrate man's cooperation or interference with the natural world.

The greatest number of museums are historical. An historical museum may concentrate on one region and have anything that is of interest from the area -- rocks, plants, old clothing, antiques, legal documents, or family portraits of prominent citizens. An historical museum may focus on the history of one man, such as Mark Twain or Harry Truman. An historical museum may be a single house where colonial patriots met or it may be a reconstructed village of the 1850's. Some historical museums are concerned with the history of one group such as Afro-Americans or American Indians. Some are related to a single religious group such as the Shakers; others concentrate on military history or the history of a single sport.

Industrial museums focus on technological progress, the history of inventions and the changes in industries which have occurred over the years. Exhibits in these museums often demonstrate the effects of industrial processes on our country and our lives. It is here that people get a chance to sit in an astronaut's chair, to work pulleys and electro-magnets, or to see an exhibit on mining yesterday and today.

Many museums combine types of exhibits. A museum of science and industry often has exhibits on plants and animals, on human health, and on important chemical and physical processes used by industries. Museums focusing on one ethnic group show all facets of group life -- art, religion, history, and contributions to agriculture and technology.

Functions of a Museum

A museum, whatever its focus, has five main functions:

- Research
- Collection
- Preservation
- Exhibition
- Education.

People who work in museums carry out one or more of these functions.

Museum Directors

One museum director outlined his tasks as:

- Relationship with trustees (or board of citizens from the community)
- Program administration
- Public relations.

With the trustees or the governing board, the director sets policy, supervises finances of the museum, and puts board decisions into action. Trustees or members of the board are usually not paid. In a private museum they are often elected. In a government museum they may be appointed and called a commission or a board of directors. They appoint and work with the director.

With the board members, the director decides questions of general policy -- does the museum wish to reach more low-income people? Does the museum staff wish to establish more cooperation with public schools? Should the focus of the museum be changed from permanent exhibitions to traveling exhibitions? General policy decisions will have some effect on financial questions. If more people are to be reached by museum programs, should admission be charged? How will traveling exhibitions be paid for? Should private donations be sought to support a school program; is government funding available?

When policy has been decided, and financial decisions made, the director is responsible for putting policy into action. If the board votes to create new programs or collections, the director sets up a budget, hires the necessary people, and then supervises, schedules, and evaluates their work.

The director is often responsible, at least in part, for the museum's public image and for fund raising. He or she may lecture at club luncheons, attend cocktail parties with well-known citizens, meet with museum members' committees, and members of school boards in the area. In seeking funds for new or continuing projects, the director must convince various people, companies, or government committees that their contributions will reflect well on themselves while doing a worthwhile service to the museum and the public.

In small museums having the title "director" may mean doing everything from gathering collections and writing exhibit labels, to sweeping floors and greeting visitors. In large museums it may mean coordinating the work of many complex departments, in addition to such tasks as planning to meet the retirement needs of security guards, and calming an angry curator or board member who feels his/her opinions are being overlooked. The director, like an orchestra leader, must be sure that all parts of a museum work well together.

Directors often begin their careers as assistants to directors, as able administrators in education or business, or occasionally, as fund raisers or public relations people. Artists are seldom directors of art museums, although an artist who also possesses administrative skills would make an able director.

Moving from a small museum to a large museum is sometimes considered a promotion; so is leaving the job as assistant director in a large museum to become the director of a smaller one.

There is no one educational course which trains someone to be a museum director. A director has usually continued his/her education beyond college. A director may be trained in museology (in the history, functions, purposes, and management of museums). Some directors have graduate degrees in administration; some in art history. Others are recognized scholars in the subject -- whether it is old locks or old socks -- to which the museum is dedicated.

Curators

A curator is an expert in a particular field. In large museums there are often many departments and many curators; small museums may have just one. In a large art museum, an archeological expert on Grecian urns may be head of a Department of Classical Art and a scholar of 17th century painting may direct a Department of European Paintings. In a small museum, the curator may be responsible for all paintings, pottery, and sculpture from prehistoric times to the present.

In a natural history museum the curator of a department may be an anthropologist, a botanist, a geologist, or a zoologist. In an historical museum the curator may be an historian who is expert in a certain period of history, such as Civil War America, or an archivist reponsible for a collection of historical documents.

The industrial museum curator usually has a thorough knowledge of mining, of steel processing, or of aeronautics, depending on the focus of the museum.

Curators work closely with the museum director. They are responsible for meeting their departmental budget, and for scheduling and supervising the work of people in their particular department. A curator heading a department in a large museum of any sort has a job with equally great or greater responsibilities as those of a director in a small museum.

Curators' tasks are many. Clara, curator of the Department of Textiles in XYZ Museum, is responsible for the socks collection. Among her responsibilities are to ask private families for loans from their collections or to ask another museum for examples from its most recent exhibit. She may suggest purchasing examples of fine needlework from a dealer. Clara is likely to do field work: collect samples from places where socks are likely to be, in closets, locker rooms, or laundromats. Clara will want to be sure that every important kind of sock is represented in XYZ's collection; a collection without sweat socks or nylons, for example, would be incomplete. She will also want to be sure that the collection is of high quality. If her museum's collection is overloaded with ruffled socks for babies, Clara may offer some of these for sale to other museums or private collectors, although selling is only a minor part of Clara's job and seldom done.

Clara or an assistant carefully records each sock selected for the museum's collection. She may have it photographed; the sock will certainly be measured and described in detail. She will note the history of the object and the source from which the museum obtained it. Each object is marked with a number so that records of the item can be easily kept and traced. If new additions require repair or if the collection is in need of maintenance, Clara consults with the conservator about scheduling some sewing, knitting, or reweaving.

Clara and the museum director discuss exhibition plans, deciding that a socks exhibit will be a crowd-pleaser. Together they decide if the exhibit should show a history of socks or a comparison of socks from different countries. They discuss whether the exhibit will be permanent, temporary, or one which travels every two weeks to a different school.

Next, the curator works with the exhibitions staff on choosing the best methods of display. Should the socks be hung on the wall, shown in wooden or plastic cases, or displayed on molded styrofoam feet? Together Clara and the exhibits staff explore the possibilities of using picture slides or recordings to add to the public's understanding of the exhibit. Either Clara or one of her assistants will write short, interesting, and accurate labels for the socks to be shown. While the exhibit is in progress Clara may teach sock decoration in museum classes or lecture at nearby schools to students who will attend the exhibit. She may host a party for a local textile mill president who gave a large contribution to the museum.

Wanted - The Perfect Museum Curator

Responsible for:

- Conducting study and research relating to museum collection
- Advising on identification, authenticity, and original use of objects
- Advising on purchases and loans for, and on loans (and occasionally sales) from the collection
- Advising and assisting on methods of preservation and restoration of valuable objects in the collection
- Ideas for exhibits and writing of exhibit labels
- Organizing exhibits
- Reviewing publications, photographs, and other materials for library and reference files
- Answering questions from the public
- Meeting budgets, scheduling and supervising the work of other department members
- Being a link with: other museum departments, other museums, government agencies, industries, schools, professional associations

Candidate should:

- Have an advanced degree (master's or doctorate)
- Have in-depth knowledge of special field and of museums
- Be active in professional organizations
- Keep up with new developments in scholarship and museum practice
- Be a scholar, a diplomat, an administrator, and a person with a pleasant personality

During the exhibition new questions about socks, about history, design or materials used generally arise. With the approval of the director, Clara schedules time to do research to answer these questions. She reads available materials, consults with other experts, and examines other collections. Her research report may be put into the museum library, be published in a scholarly journal, or appear in a report for members, or in book form.

In a small museum, the curator does many of the preservation, exhibition, and education tasks alone. In a large museum most work is done in cooperation with another museum department. A curator is almost always a recognized expert in whatever field he/she has chosen -- biology, art, or history. A curator usually has a master's or doctoral degree, earned by three to seven years of study after college. Most curators have had years of experience working in museums. Some start as assistants in departments of large museums and move to assistant curator's position in small museums. Others begin as curators in very small museums, and as their reputations grow, move to museums that are nationally or internationally known. It is possible to begin work as a secretary, bookkeeper, or store clerk in any department of a museum, become interested in a certain subject, and then return to school for specialized training to become a curator.

Registrar

A museum's records of objects bought, on loan, on exhibition, or in storage are the responsibility of the registrar. When objects come into a museum, they are first carefully unpacked, either by security or maintenance staff or by the registrar, who assigns each item a card or computer file number. The number will be marked on the object. The file describes the object generally, indicates where it comes from and how it was received -- on loan, by purchase, or by gift. Because this description is for identification only, it is not as detailed as that given by the curator.

Information noted on the registrar's file card might be:

Infant's sock - cerulean blue
Silk knit, size 2

Worn by Adelaide Washworthy
1850 - 1851

Gift of Clementine Clean,
granddaughter of Adelaide

Museum No. X06-723

Since the vast majority of museum holdings are not on exhibition, most items are stored. The registrar consults with the conservator as to the best place -- in dark or light, in dry or damp air -- for storage of a particular object. Often the registrar must make appropriate insurance arrangements for objects, so that there will be money available to repair or replace damaged, lost, or stolen items.

The registrar also records items leaving the museum, either because they have been sold or because they have been lent to another museum.

A registrar is usually a college graduate with some knowledge of art history, of filing systems (manual or computer), and of overall museum work.

Wanted: Conservator - Art

Hirshhorn Museum and Sculpture Garden

Duties will include:

- **Examining objects such as wood, stone, pottery, glass, metals, textiles, paintings, and leather**
- **Using where necessary:**
  - **Optical instruments**
  - **Infra-red and ultra-violet light**
  - **Hygrometers**
  - **Scales**
  - **Calipers**
  - **Micrometers and balances**
- **Recording the condition of objects before recommending treatment**
- **Carrying out tests of composition**
- **Carrying out actual preservation or restoration treatments using complex procedures**

Conservator

When items come into the museum the conservator inspects them for shipping damage and needed repairs. In small museums there may be one conservator who does most of the repair work. In a large museum there is usually one department headed by a conservator and staffed by assistants and technicians with different specialties (such as in textiles, metal, or ceramics in the art museum; plant or rock preservation in the natural history museum). One major museum has a conservator on the staff of each curatorial department.

A conservator cleans, repairs, and takes the necessary steps to preserve museum objects. This work is done as objects enter a museum's collection and later as items require attention.

A conservator must know art histroy and chemistry and physics. He or she must know, for example, what kind of thread was used to

> Ten paintings were sent to Clements L. Robertson, conservator at the St. Louis Art Museum, including G.P.A. Healy's portrait of Lincoln. It is now greatly improved in appearance but the conservator noted that an oil varnish had been used in some previous restoration. No method has yet been found for removing varnish which permeates paint, without removing the paint itself, but the portrait is now in stable condition and can safely await the discovery of some new process which will make it possible to completely restore it.
>
> Among the thirty conservation projects were two examples of the kind of work that is handled by the staff. The ship model Chicago required complete rerigging, and its entire hull was refinished. A Renaissance Revival table made by R.E. Pohle of Chicago in 1883 was entirely disassembled, redoweled, and reglued... The major restoration of our two remaining Lincoln Dioramas, Lincoln at Antietam and Lincoln Entering Richmond was also completed.
>
> -Chicago Historical Society
> Annual Report. 1973-74

darn a 17th century sock, which varnish will preserve a valuable painting and which one will make it a hopeless mess of running colors. He or she must know what preservative will keep an ancient sculpture intact and which will further corrode it.

It is the conservator who shoos away tv cameras with bright lights which damage paintings and who decides which museum chair can be sat upon, or what objects can or can not be touched. The conservator knows which manuscript must be enclosed in glass with humidity control and which can be hung with a tack.

There are few formal training courses for conservators. Though they usually need a college degree and courses in chemistry, physics, and art history, or biology, many present conservators have learned their skills by working as assistants to conservators. This type of apprenticeship training is still highly recommended by those in the field.

Taxidermist

A taxidermist's job combines the skills of the conservator and those of an exhibits technician. He/she usually works in a natural history museum. A taxidermist is an expert in anatomy, often with college training in biology. A taxidermist works in the field, photographing or drawing moving animals and collecting specimens. In the museum, the taxidermist removes a skin to be stuffed and carefully scrapes and tans it. A detailed model in plaster or plastic or fiberglass is made of the animal, showing the proper muscle structure and even veins, if these would naturally be visible. The taxidermist then glues the skin to the mold so that the animal once again appears as it did in the field.

Exhibit Specialists

The overall plan of an exhibit is worked out by the curator and the exhibit designer, with advice from the conservator about whether items need protection or can be freely shown. The exhibit designer must also consider the budget: a big budget will allow a movie and sound effects in one room and several rooms of elaborate displays, while a small budget requires getting a big visual effect from several cans of paint. Exhibit designers for small museums combine the talents of artist and carpenter. Large museums are likely to have people on the staff to assist the designer.

Among those who help a designer prepare exhibits are preparators and dioramists. Dioramists create three-dimensional miniature scenes, often depicting historical events such as the Pilgrims landing at Plymouth. Preparators help to create whatever special effects are needed for an exhibit. They might create the plans or grass surrounding an animal in a life-sized exhibit, make models of human figures, or help in the reconstruction of a colonial room.

Carpenters and lighting technicians complete the exhibit staff.

Education Associate

Boston Museum of Science

Duties:

- Develop programs for school groups
- Give Saturday classes
- Give public animal demonstrations on Sunday; budget for animal demonstrators
- Train adult volunteers to demonstrate wave tank, dinosaur, hot air balloon and to give eye-opener tours to inner-city kids
- Help where needed -- escort distinguished visitors, sell tickets
- Raise rats and spiders for exhibits

Museum Educators

If the museum operates a school, it is run by the education department. Classes are often attended by both young people and adults. The education director hires teachers for the school and arranges training for volunteers who guide tours through the galleries. The education director also makes museum research and library facilities available to interested students and scholars in the field.

The education department often serves as a link with other schools in the area, setting up appointments for curators and other museum personnel to visit classrooms, or for students to come to the museum.

Other Museum Employees

Many large museums have public relations departments. In smaller museums these functions are often performed by the education department. The public relations department and the education department cooperate on publicity -- the newspaper stories and tv programs about the museum's collections, staff, and events. They work together on orientation centers, which show visitors how best to use the museum for their own enjoyment and comfort. The public relations department also works actively with the museum director in seeking new members and new sources of funding for the museum.

In large museums there are security employees, accountants, secretaries, sales clerks, carpenters, shipping clerks, and maintenance personnel, all of whom contribute to a smoothly running museum. Without constant cooperation and consultation among all departments, a large museum would lumber to a halt. Small museums may depend largely on the energies of a small number of people, perhaps even one person.

Some Facts about All Museum Workers

Patience is required by all museum workers, because haste may ruin an object or result in errors about its history or records. People who work as conservators and taxidermists need skilled hands. An outgoing personality is an asset to a director of the education or public relations department. The fact that daily work requires constant consultation with other people often leads to misunderstandings. Clearing up such misunderstandings requires tact. Many who work in museums express frustration that much work is put into an exhibit which is shown only a short time. However, seeing an exhibit idea through to completion and having others enjoy and learn from the exhibit is a source of great satisfaction.

Many museum employees work part-time. Art museums hire the largest number of full-time workers. Historical museums hire about half full-time and half part-time employees. Many museum workers are also part-time teachers. Some people do preservation and taxidermy work on a free-lance basis, being paid a fee for each project completed. Some archeologists who are curators combine government survey work and museum work.

About 30,000 people work in various museum jobs, but many more visit museums. In a national survey, museum-going rivalled spectator sports as a national pasttime. If interest continues and funds are available, there should be some growth in the numbers of jobs opening in the future. Many employees belong to the American Association of Museums, which advises on government funds available, tells of educational programs and new developments, and has a job placement service for members.

The American Association of Museums now recommends that in addition to special training (as a curator, a conservator, or a registrar or public relations person), all museum workers in a responsible position should receive college or university training in the whole field of museum work, as well as a period of internship spent working in a museum in various departments.

Such a course of study would include:

History, purposes and types of museums

Organization, operation, and management of museums

Building, design, layout and equipment

Collections

Data and documents related to collection items

Scientific and research activities

Preservation and care of collection

Exhibitions

Public facilities

Cultural and educational activities.

If You Want to Look Further

For a further look at museums, read the American Association of Museums' Directory in the library; this lists over 5,000 museums and gives a brief description of each. Look at museum publications and annual reports; write to some museums that interest you and request information.

Visit any kind of a museum -- an art museum, a national historic site, an industrial exhibit -- and ask yourself if you would have enjoyed setting up the exhibits you see. Would you like to handle and repair the objects on display? Would you like to know their history or record information about them? If your answer is "yes" to any of these questions you would probably enjoy a job in a museum.

Sources of Additional Information

- American Association of Museums
  2233 Wisconsin Avenue, N.W.
  Washington, D.C. 20007

  "Museum Career Information Packet" includes:

  Museum Career Information Sheet
  Membership Information
  Newsletter
  Outline of Placement Services
  Publications List

  Museums: Their New Audience. Book, free.

  Museum Training Courses in the United States and Canada. $1.75.

  Museum Studies: A Curriculum Guide for Universities and Museums. $4.25.

  The Official Museum Directory. (reference volume)

- American Association for State and Local History
  1315 Eighth Avenue, South
  Nashville, Tennessee 37203

  "Careers in History with Historical Organizations." Free brochure.

  "Publications for the Profession." List, free.

  Introduction to Museum Work. G. Ellis Burcaw. Nashville: American Association for State and Local History, 1975. $6.75.

- Associated Councils of the Arts
  Publications
  P.O. Box 4764
  Tulsa, Oklahoma 74104

  Americans and the Arts, Highlights from a Survey of Public Opinion. Pamphlet, fee.

- Books

  Anthropologists and What They Do. Margaret Mead. New York: Franklin Watts, Inc., 1965.

  Museum Adventures: An Introduction to Discovery. Herbert and Marjorie Katz. New York: Coward McCann, 1969.

Museums U.S.A.: Highlights. National Endowment for the Arts. Washington, D.C.: U.S. Government Printing Office, 1973.

Your Future in Museums. William A. Burns. New York: Richards Rosen Press, Inc., 1967.

12. PHILOSOPHERS

> The philosopher is a professional question asker, a shaker of foundations. He [or she] is a true believer in no single method of inquiry; he is obliged to accept no single perspective.[1]

The word "philosopher" is derived from Greek and means a "lover of knowledge." In order to learn a philosopher asks questions. Perhaps the philosopher would ask, "What is knowledge?" For a philosopher one question leads to many more. "Do people learn by using their senses?" "Are things which are touched known better than those that are seen or heard?" "Are we born with any inherent knowledge?" "Do people acquire knowledge from making mistakes, as in trial and error?"

One question is explored from many viewpoints. The philosopher carefully weighs each answer and perhaps produces a theory that people acquire knowledge only when they are in a mood to accept new insights. The philosopher supports a theory by carefully structured reasoning and perhaps by ideas from works of other philosophers.

After the theory is made known, chances are that another philosopher will question our philosopher's theory. Philosophers and educators have been debating the definition of knowledge for generations and while there are many theories, there has yet to be a universally accepted one.

Philosophers do not proceed haphazardly, but are trained to be critical thinkers. They have studied many thought systems and are familiar with systems of logic, or reasoning processes.

Every problem of the universe is open to contemplation by philosophers. Obviously they need to be skilled listeners and observers. They need an ability to deal with abstractions -- learning cannot be measured by the number of books someone has read. There is no formula which says "A + B = Truth." Philosophers need to analyze, to break questions down into parts -- and then to synthesize, to put an answer or theory together from many parts. If philosophers wish to share their work with others they must be able to speak and write clearly.

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[1] Michael Novak as quoted in "Philosophers Ponder a Practical Problem: Their Lack of Jobs," by Barry Newman. The Wall Street Journal, February, 1975.

Most Philosophers Teach

While there are offices with signs saying "lawyer" or "accountant," have you ever seen a door advertising "Junius P. Thoughtworthy, Philosopher and Trained Thinker?" Do philosophers subsist on dreams, posed with elbow on knee and chin on hand?

The answer is of course, "No!" Nearly all people trained in philosophy are teachers at colleges and universities. Their duties include teaching classes, holding lectures and discussion groups, arguing points of interest (What is happiness? Is man basically war-like?) with students.

Philosophers also serve on faculty committees such as planning and budget. They counsel students who wish to make philosophy their major course of study. Many write articles which debate theories advanced by other philosophers or address themselves to questions of what is right or wrong in present society. After Watergate, there has been a new surge of interest in systems of ethics and values among the general public.

Education

Those who wish to become philosophy teachers must continue their studies beyond high school and three (or more) years after college in order to obtain a Ph.D. or doctoral degree. Studies include English, foreign language, and in-depth courses on past and present philosophers and thought systems.

Jobs - Other than Teaching

There are students who concentrate on philosophy in college and who do not go on in philosophy, but continue their studies in law or in preparation for a career in the clergy. Philosophy students who do not attend graduate school may find jobs in high school teaching or as trainees in insurance, in personnel work, in administration, or in research.

Those philosophers with a doctoral degree occasionally find work outside the teaching profession. They are sometimes hired to carry out research projects -- to give a fresh viewpoint to problems which bankers or politicians or career army personnel have mulled over many times and can no longer see clearly. Some take jobs with research foundations. Some do research on public policy for governmental agencies, perhaps on questions such as "Was the war on poverty successful?"

Philosophers who do research on the above questions would probably agree with Michael Novak:

> It is at least one role of the philosopher to be a danger to specialists: to point when the expert is naked. Such amateurishness...requires the greatest professional skill.

People trained in philosophy were among the first developers of computers. Philosophy and theoretical mathematics are not unrelated disciplines. Computer companies today hire philosophers to devise new computer languages and to solve problems. Philosophers assist business executives in long-range planning and decision making. Some are hired as management consultants for short-term projects. Other philosophers have found jobs in personnel administration and in supply systems management.

> One unemployed philosopher suggested another kind of non-academic employment. He's working as a carpenter and he suggested that others might consider such work for its philosophical, as well as monetary, rewards: 'There's something satisfying about working for a living.'[2]

Finding Work is a Problem

Finding a job may be one of the biggest problems newly trained philosophers have to ponder. A degree in philosophy is not one sought by industry. Jobs in teaching are extremely difficult to find; there are many more graduates each year than there are openings in college teaching. The American Philosophical Association hopes that in the next ten years jobs in elementary and high school teaching may be opening for philosophers. Also, they hope that business and industry will increasingly accept the fact that philosophers are trained thinkers who can apply their skills to a wide range of practical, as well as theoretical,problems.

In short, for the present at least, those who cannot find a job in teaching or in applying philosophical principles to business or government problems will have to look for different types of paying work. Young people with philosophy training have found that it works well with a skill in crafts -- philosophy training could well be combined with any other skill that would give one a better chance in the job market.

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[2] "Philosopher: Restricted to Jobs in Academe?" Chronicle of Higher Education, January 13, 1975.

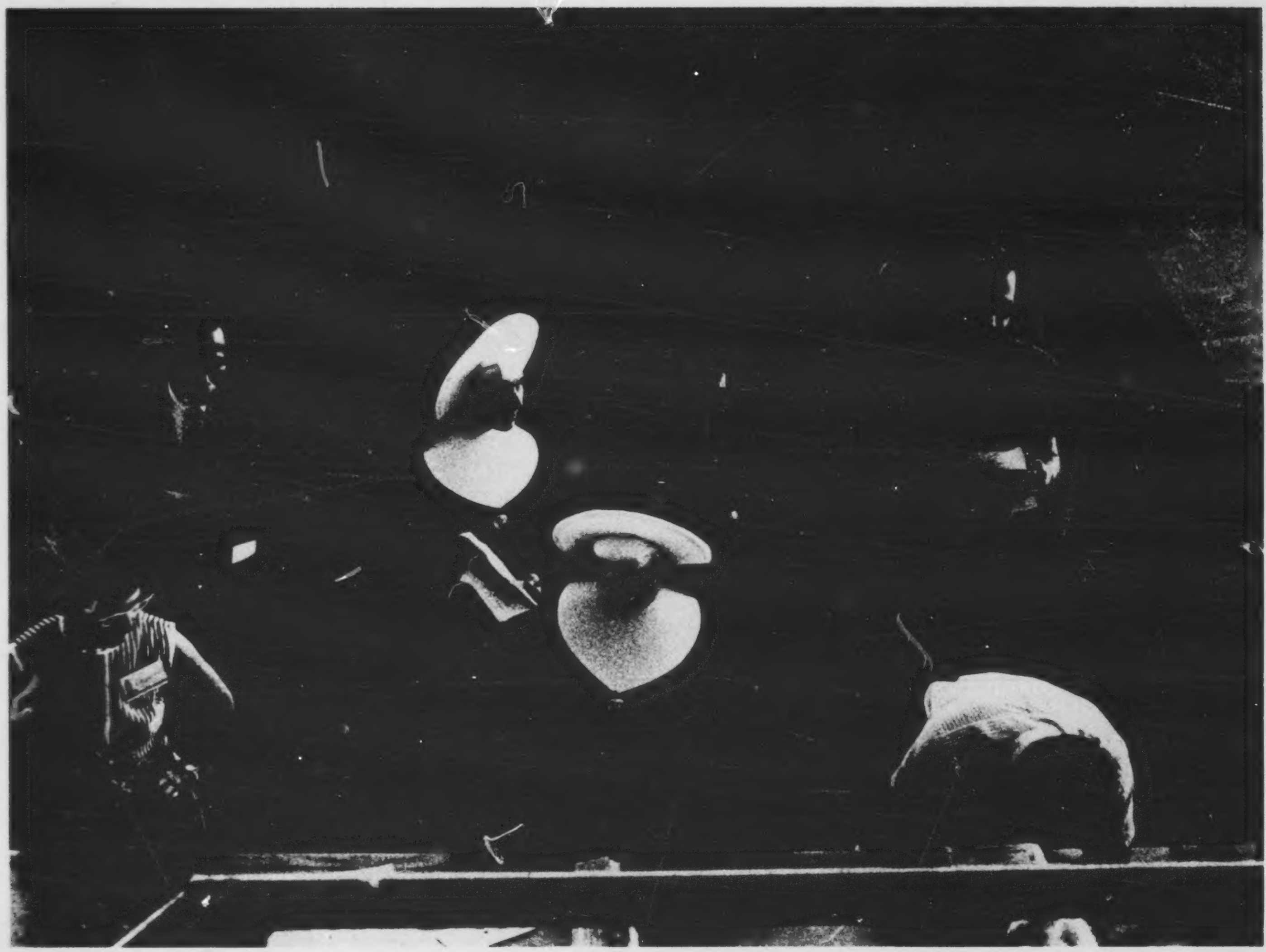
A Special Person

A philosopher working in personnel administration described his view of personal qualities needed by philosophers this way:

> Philosophers must possess the ability to work on abstract and vague problems which do not allow for a single solution. For this reason a person must have the personal qualities of patience, persistence, and aptitude for analytical thinking. An individual philosopher should also possess an interest in writing, speaking before groups, a willingness to listen to the ideas of others, the ability to see both sides of an issue and also not desire to make substantial sums of money. I think, however, that most importantly a philosopher must be willing to live in a world where most people have no idea what the philosopher does and probably could care less when told. In short, life will constantly be taken up with explaining to friends, co-workers, relatives, etc., what philosophy is and why in the world one would want to do it.

Source of Additional Information

American Philosophical Association
Hamilton College
Clinton, New York 13323



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13. OCCUPATIONS IN RELIGION

> What if there were an occupation that hurled you into the roaring, whirling vortex of life; that used every one of your talents and skills and demanded more; that asked you to serve not yourself but the needs of all men; that not only involved you with the meaning of life, but also let you express that meaning to others?[1]

The men and women working in religion feel that they have found an occupation like that described above. Whether they are Protestant, Catholic, or Jewish -- whether they are members of the Native American Church, of the Krishna Vedanta Society, or of the Nation of Islam -- their strong religious beliefs are a very important part of their working lives. Also important in their choice of work is a desire to help other people.

Some who choose a religious career feel a "call," or a moment when they are absolutely certain that the church holds their life's work. Others feel no such clear message and have doubts about their worthiness, but believe that a strong desire to serve with what talents they possess is "call" enough.

The Clergy

The greatest number of people working in religion are members of the clergy -- ministers, priests, and rabbis. Most clergy members serve as leaders of churches and synagogues. Though their individual beliefs differ, many of the tasks they perform are similar.

Tasks of clergy members include:

- Conducting worship services
- Conducting special ceremonies
- Teaching
- Counseling
- Administering
- Maintaining community relations.

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[1] The Christian Ministry/A Challenge, p. 1.

Worship Services

The clergy member is most often seen leading or participating in worship services. Most services consist of music, prayer, readings from the Bible, Torah, or sacred scripture, and a sermon. There are as many different worship services as there are forms of religion. Some services, such as specialized masses, follow a certain form which has been followed for many years. Other services consist of poetry reading, guitar and bongo music, and spontaneous talks by church members. Some members of the clergy lead services every day of the week, more than once a day. Rabbis do not lead every service, but often attend those led by members of the congregation. Some religious groups hold services once a week, or even less often.

Special Ceremonies

Members of the clergy conduct special ceremonies important to their religion. Ministers and priests baptize infants or adults new to the faith. Rabbis participate in bar and bas mitzvahs and in confirmation services for young people. Ministers and priests give communion. Priests hear confessions. All clergy persons officiate at weddings and funerals.

Teaching

Teaching is an important duty of clergy members. They instruct synagogue and church members on the history of their faith and on different specific points of belief. Being a teacher is an especially important function of a rabbi, who is respected as the leading scholar of his or her community and as the interpreter or explainer of the laws of Judaism. Rabbis, ministers, and priests all conduct classes for new members of their faiths. Priests conduct Christian Doctrine classes for the young people of their parish. Ministers are active in directing the studies of Sunday School classes. Couples planning marriage are instructed in the religious significance of the ceremony and of their vows to each other.

Counseling

The clergy person responds to the needs of a church or synagogue as a whole, but the needs of individual members are also met. People with problems -- a child whose father has left home, a person who drinks too much, a pregnant high school girl -- often seek the counsel of a clergy member. The clergy person must be able to listen sympathetically, and to suggest sources of help in the community. People who are suffering through sickness or through the death of a family member need support and comfort. Clergy members are ready to assist, even though they may not be asked. They may offer help when a parishioner comes to the church study or they may visit people at home,in hospitals, or, occasionally, in prison.

Administering

In addition to leading worship, teaching, and offering personal spiritual support for a particular faith, all clergy members serving a church or congregation must be good administrators. They answer correspondence, work on budgets, hire and fire assistants. They schedule meetings of men's and women's clubs and youth groups. Often they keep an eye on building maintenance and the need for repairs. If finances allow, they help in planning additions or in designing a new building. In large churches or synagogues, clergy members are helped in these tasks by committees. In smaller congregations, the clergy person may carry out many tasks alone.

Maintaining Community Relations

Though the list of tasks so far may sound greater than one person could do, there is more. A clergy person must be a link between members of a particular faith and the rest of the community. There are prayers at business breakfasts and at school graduations. There are church and community baseball leagues, nursery schools, and other recreational programs sponsored by churches or synagogues but open to all. Often clergy members of all faiths meet together to discuss ways of dealing with common problems such as discrimination, poverty, and violence.

Where Do Clergy Members Work?

Most work as leaders of churches and synagogues. Others serve as chaplains or ministerial specialists in:

- Armed services
- Family counseling centers
- Hospitals
- Industry
- Mental health centers
- Prisons
- Religious orders
- Schools
- Youth centers and summer camps.

Chaplains and Ministerial Specialists

A chaplain spends most of his/her time helping people deal with problems. Chaplains also conduct worship services and often lead discussion groups. Some organize and participate in crafts groups or recreational programs. Administrative duties do not take up as much of the chaplain's time as they do that of the suburban minister or parish priest, but there are still schedules to arrange, budgets to meet, and letters to answer and write.

School Chaplains

School and college chaplains may teach courses in religion and philosophy in addition to giving sermons. Chaplains in schools often spend time leading discussion groups and answering the many pointed questions of students. Again, time is always found to talk with an upset student. School chaplains often run religious groups for students, such as Hillel, Newman Club, or Roger Williams Fellowship.

New Opportunities for Chaplains

Recently chaplains have found work in industries, where they help troubled workers who might not seek out a church or synagogue. Night ministries offer a chaplain's services to those on the streets after dark, to prostitutes and to sleepers on park benches.

Other Roles for Clergy Members

- Editor of Religious Publications
- Missionary
- Minister of Music
- Personnel Administrator
- School Administrator
- Staff of Church Institutions
- Teacher

Some clergy members become personnel administrators, finding jobs for other members of their faith. Some, with special training, become Ministers of Music. Other clergy members write and/or edit books on religious subjects. Some write and edit for the magazines of their denomination. Still other clergy members travel as members of missionary teams whose purpose is to win new members of the faith.

A small number of clergy serve on the staffs of church institutions, where they administer programs or send out national news of their denomination to local churches. Ministers work for the National Council of Churches; Catholic priests work on a Bishop's staff, for a Cardinal, or on the staff of Vatican City in Rome. Rabbis work as administrators of various Jewish organizations such as Zionist groups.

Most faiths have schools for training clergy members, often called seminaries. Some clergy members, of course, are the teachers of prospective clergy members. Others teach in colleges and universities, in elementary and high schools run by their church or synagogue. Some clergy members serve on the staffs of these schools as administrators, as admissions officers, as directors of the budget.

Training

> The modern seminary is not a depot where a person is freighted with a supply of learning to last through a lifelong ministry. Rather, it is a training ground where he gets ready to keep on getting ready all the rest of his working life.[2]

The education required to become a clergy member varies according to one's choice of religion. Although a few religious groups require only a short term of Bible courses, most of the major religions in the United States require a college education and three to five years of special training in religious studies after college. Students who have majored in any college subject may enter the seminary, but a liberal arts background in religion and philosophy, in history or the social sciences such as anthropology or sociology, are good beginnings for religious studies. Foreign language studies are an asset to anyone in religious life. There are specific studies important to each faith, but all training contains studies of the basic beliefs of the faith and of the sacred literature. Students learn the history of their faith and the many forms of worship services used. Latin is necessary for those studying to become priests, and Hebrew is a requirement for rabbis. Students also take practical courses in administration, in public speaking, and in psychology.

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[2] The Christian Ministry/A Challenge, p. 12.

Each of the five largest Protestant denominations (Baptist, Episcopal, Lutheran, Methodist, and Presbyterian) has seminaries which train students for the clergy. Studies usually last for three years after college, leading to a Master of Divinity degree.

Education to become a Catholic priest may begin in the first year of high school, after high school, after completion of college, or at any time of adult life. Completion of studies takes about eight years after high school. Before entering a Roman Catholic seminary, a student must decide whether he wishes to be a diocesan (parish) priest, or a priest of a religious order. Study for diocesan priests and religious priests differ somewhat, reflecting the different concerns of each way of life.

Rabbis too must make a choice when entering the seminary. They may choose either to be an Orthodox Rabbi, a Reform Rabbi, a Conservative Rabbi, or a Reconstructionist, and attend the seminary offering training in that branch of the faith. Orthodox students usually complete a college degree in the course of rabbinical training, which takes eight to nine years. Conservative and Reform seminaries require that college be completed before entry; the rabbinical training usually takes five years after completion of college.

Finding Work

After their long training is completed, ministers, priests, and rabbis are ordained. This ceremony symbolizes being accepted by their respective religious institutions as working clergy. Religious placement services assist Protestant clergy and rabbis to find a church or synagogue to serve. Rabbis usually use the placement service run by their seminary. Newly trained rabbis and ministers are often interviewed by a committee from a church or congregation who evaluate their abilities and suitability for the particular church community. Diocesan priests are assigned a parish by their bishop. Religious priests may be given work by the superior of their order or may seek work on their own, depending upon the rules of the particular order. A priest in the Order of St. Francis for over 20 years has had the following assignments:

- Athletic director of a high school
- Parish priest in a New Jersey suburb
- Chaplain in the Army
- Worker with teen-age gangs in the Bronx, New York
- Chaplain in a mental hospital.

His brother, in the same order, has been a teacher at one school for 25 years.

Some newly ordained clergy start as members of a team ministry, or as assistants in a large church or synagogue. They might have special responsibilities, such as dealing with administrative committees, setting up a religious instruction program, or coordinating activities for young people. Clergy members who work in remote areas or serve several rural churches with small memberships do not often have assistants; they carry out many tasks alone.

Other Religion-Related Jobs

- Director of Religious Education
- Cantor
- Missionary
- Religious Brother or Sister
- Church or Temple Administrator

Director of Religious Education

A director of religious education usually works in a large church. Religious education directors set goals of study programs for a school or evening study group and often meet with committees involved in the education program. They review and select books and audio-visual aids. They keep parishioners informed of available learning resources and local events of interest. A parish coordinator performs similar duties in the Catholic Church. Religious education directors and parish coordinators may be ordained members of the clergy, but they need not be. They usually have completed four years of college and two or three years of training in religious education after college.

Cantor

A cantor is a member of the Jewish faith who sings at worship services and teaches songs of the faith to young people. In some branches of Judaism the cantor also leads the choir.

Becoming a cantor requires musical ability, familiarity with sacred music, and a thorough knowledge of the worship service. There are training courses, but no formal training is required. In large congregations, cantors are usually full-time employees, but smaller ones frequently have part-time cantors who have other occupations.

Missionary

The primary task of missionaries is to win converts to their faith and perhaps to establish churches which will be run by new converts. (Missionary work is not part of the Jewish tradition.) Each missionary community may also offer special assistance: setting up schools, offering health services, giving agricultural expertise. Some large missions may offer more than one kind of technical help.

Although many missionaries are ordained clergy members, they need not be. Most established missions require a college degree, some professional expertise, and some religious training before a missionary is given a task in the field.

Religious Brother or Sister

Much work in the Catholic community is carried out by brothers and sisters of religious orders. There are several hundred orders for sisters alone, and there are twice as many sisters as brothers and priests combined. Though ordained priests are members of religious orders, brothers are men who have decided they can serve best without becoming priests.

The kind of life led by a religious brother or sister is largely determined by the order he or she chooses to enter. Religious communities differ as to goals and tasks performed, and in time devoted to prayer and worship services. Contemplative orders spend a great deal of time in prayer, worship, meditation. There is work within the order, such as laundering, accounting, cooking -- any of the tasks necessary to daily living. Life is fairly much restricted to the religious order, however, and members of contemplative orders rarely hold positions outside of the order. Most monasteries and houses of retreat are run by members of contemplative orders.

Active orders often offer services to the larger community. Orders run schools, hospitals, and social welfare agencies which train the retarded; they provide homes for orphans or help alcoholics. Many sisters and the majority of brothers in active orders are teachers.

Some brothers and sisters are trained in an occupational specialty before they enter a religious order; others receive training through the order they have joined. Brothers and sisters may be trained nurses, anesthetists, and medical technicians. Some may be accountants or personnel administrators. Others are professors or politicians. Some orders assign brothers and sisters to jobs; other orders leave members free to seek work on their own.

While most religious orders require that entrants have finished high school, a few provide high school training. After training and careful consideration of personal qualifications for religious life, a new brother or sister takes vows and is welcomed by other members to full participation in the order.

Tasks like those of the active religious brother or sister are also performed by Protestant sisters of some denominations.

Church or Synagogue and Temple Administrator

Church or synagogue and temple administrators are hired by large congregations. Possible duties include: preparing fiscal reports, fund raising, purchasing supplies and equipment, authorizing repairs, coordinating schedules for use of building facilities, supervising staff, keeping personnel and membership records.

A college degree is usually necessary. Studies include sociology, psychology, business administration, and religious studies.

* * *

All church-run enterprises need the assistance of people who, though not trained in religious studies, are happiest working in a religious setting. Churches hire or use volunteer teachers, editors, audio-visual specialists, accountants and secretaries. There is room for almost any and every kind of talent and skill in the field of religion.

Economic Considerations

> There's always work for priests as long as they're not worried about their next meal.
>
> -Father Hugh King

Pay for workers in churches, synagogues and church-related businesses is often less than that in public service agencies or profit-making businesses.

Large congregations offer a clergy person a good salary and housing, with additional income resulting from performing special services like weddings and bar mitzvahs. Some Catholic religious orders provide food, clothing and shelter for the life of a member. Many brothers and sisters take a vow of poverty and any money they earn is donated to the church or to charity.

National economic ups and downs do affect religious occupations. Churches and synagogues rely upon donations to pay a minister or rabbi. In hard times donations drop and new congregations are slow to form. Many ministers and rabbis cannot find work at this time and have had to find non-religious jobs. There are a number of openings for rabbis to serve in Europe. Openings exist in this country for priests and members of religious orders.

Personality

> It takes persons who can look at life without flinching and who can serve without being served.
>
> -Protestant Clergy Member

In addition to the many professional skills needed by clergy members and workers in religion, special personal characteristics are called for. As mentioned earlier, personal religious faith is most important. So, for most workers, is an ability to communicate with other people. An ability to listen sympathetically and with patience and tolerance is necessary for those who listen to the often grueling problems of others. Workers in religion must have good self-discipline, an ability to handle many tasks and many emotions. In working with church or synagogue members and the community at large, the clergy person must often summon up diplomatic skills -- remaining ever courteous in the face of thwarted plans and frustrations.

Satisfactions and Problems

Being part of a spiritual community is a great source of satisfaction but it is not without problems. There may be unsettling moments when those in religious life feel they have lost their faith, or when a person is criticized by other members of the religious community.

> The rabbi is judged more often by what he is and does than by what he knows. The talmudic sage Rabbah instructs us that 'any rabbi whose inside is not like his outside is no rabbi.' The revered Rabbi Leo Baeck taught: 'The message is not the sermon of a preacher but the man himself. The man must be the message. The rabbi must not deliver a message, he must deliver himself.'
>
> -Rabbi Alfred Gottschalk[3]

Members of a church or synagogue may have set ideas about how they expect a clergy person to behave. Often he or she is expected to be a moral example to the entire community. The clergy person attending an X-rated movie on Thursday night may find that members of the congregation disapprove even though they all saw the same movie on Wednesday.

Clergy members work long hours. They are often called in the middle of the night or at times when they have planned an hour of quiet study or time with their families.

There are conflicts over religious issues. Recent controversies in the church have touched on rules which require Catholic priests and members of religious orders to remain single. Women are poorly represented in all but the Catholic sisterhood, and have begun to demand a more active role. The rabbinate is open to women, but women rabbis are very rare. Several of the larger Protestant denominations will not ordain women, and men are an overwhelming majority in all the others. Women cannot become priests, and many sisters are now asking for more voice in church affairs than they have had in the past. Other minorities are not well represented in the major religious occupations in this country.

Though a religious occupation does not offer a safe haven from life's problems, it does offer an enormous challenge. Dealing with "what life is all about" -- birth, death, pain, and love -- is a great demand on one's physical and spiritual resources, and a great satisfaction to those who feel they have made a dent on the world's problems.

* * *

If you are interested in religious work, the best thing to do is seek the advice of a worker in the field. A clergy member of your faith will be able to tell you about personal qualifications needed as well as about educational requirements. You might attend a summer program of religious study as a way of exploring the field. There may also be volunteer opportunities in church-run businesses, such as hospitals and orphanages, which would give you an inside view of the work done by others in religious occupations.

[3] Rabbi Alfred Gottschalk. Your Future as a Rabbi. New York: Richards Rosen Press, 1967. Reprinted by permission.

Sources of Additional Information

- B'nai B'rith Career and Counseling Services
  1640 Rhode Island Avenue, N.W.
  Washington, D.C. 20036

  Careers in the Cantorate. Careers in the Rabbinate. Careers in Synagogue and Temple Administration. These booklets are part of a series which has many more guides available. Single copies are $1. each.

- National Council of Churches of Christ in the U.S.A.
  475 Riverside Drive, Room 770
  New York, New York 10027

  The Christian Ministry/A Challenge. Booklet, 30¢.

  "Church Careers for Women." Brochure, free.

  "Listing of Church Occupations." 20¢

  "Resources on Vocation and Church Occupations." Brochure, free in limited quantity.

  "Where do I go for Further Information?" Addresses of cooperating denominations, free.

- Occupational Briefs
  Chronicle Guidance Publications, Inc.
  Moravia, New York

#264	Clergy
#478	Missionary
#368	Priest
#427	Rabbi
#255	Religious Education Director
#440	Religious Sister, Religious Brother

  These briefs are part of a series in which many more titles are available. Prices average around 50¢.

- Serra International
  22 West Monroe Street
  Chicago, Illinois 60603

  Many free pamphlets and brochures available describing careers in the Catholic brotherhood, priesthood, and sisterhood.

- Books

The Guidepost, Religious Vocation Manual for Young Men. Washington, D.C.: Catholic University of America Press, 1964.

Your Future as a Rabbi. Rabbi Alfred Gottschalk. New York: Richards Rosen Press, Inc., 1967.

14. SPECIAL LIBRARIANS

Why are these Librarians Special?

"Special" librarians are special because they combine two areas of knowledge: knowledge about a subject such as chemistry, economics, or art with a knowledge of librarianship. A person who is a special librarian can concentrate on any subject in the arts of sciences; in the Arts and Humanities, the majority of special librarians are:

- Art Librarians
- Law Librarians
- Map Librarians
- Media Librarians
- Music Librarians.

Tasks

Whatever the particular field, the librarian's chief purpose is to make information available to people who need it. To accomplish this goal the special librarian:

Plans library area

Schedules work for him/herself and others in the library

Selects books and materials for purchase

Catalogues, files

Compiles bibliographies

Describes and criticizes materials

Helps clients

Maintains link with community, other libraries, and schools.

In planning the library area, the librarian must consider available space -- what materials need to be reached readily and what can be stored? How much working area and how much open space are needed? He or she must also work within a budget for equipment, purchases of new books and materials, and perhaps for hiring assistants. If the special librarian is in charge or a library aide or an assistant librarian, he/she must schedule and supervise their work.

The special librarian is familiar with reference books which are necessary to the special field, as well as basic reference titles like Books in Print which list all titles currently available from publishers. The librarian constantly scans catalogs, brochures, and newspapers for information about new developments in the special field. With consultation from the professional people who use the library, the special librarian orders those materials which best fit the user's needs. In addition to books, magazines, newspapers, tapes, films, microfilm or fiche, letters, research reports, and computer print-outs, a special librarian might order, catalogue, and file:

Art

- Photographs
- Paintings
- Drawings
- Prints
- Slides
- Posters

Law

- Briefs
- Dockets
- Depositions
- Affidavits
- Contracts
- Wills

Maps

- Maps
- Scale drawings
- Aerial photographs

Media

- Films
- Records
- Slides
- Tapes
- Cassettes

Music

- Records
- Sheet music
- Instruments

Drama

- Scripts
- Costumes
- Publicity notices.

When the materials arrive the librarian or an assistant check the bill against the order to be certain that everything is correct before cataloguing and filing. A file or computer card is made for each book, report, microfilm, or other item coming into the library. The librarian decides which cataloguing system is best suited to this particular library. Title, author, publisher, date, and date of purchase are noted. The catalogue number usually gives the clue to where the material is to be filed -- upstairs on the shelves with books by critics, or downstairs in the reading room with the books on lives of painters.

A special librarian may compile bibliographies. He/she lists materials of interest available from various research centers, publishers, and other libraries. The list may show only those materials available from one library. The list may be general -- Music Materials -- or specific -- Materials on 70's Rock Groups. These bibliographies may be annotated by the librarian. The annotation might contain a brief description of the contents of the book, tape, or film, and a short criticism of the material by the librarian. For example:

> Dance Production. Evelyn Lightfoot. Short Hills, New Jersey: Blundertoe Press, 1984.
>
> Book limited in scope. Covers production of classical ballet from 1850 through present. Omits dance as part of drama; ignores folk-dance production. Good as far as it goes.

For the special librarian a good part of the day is spent helping the people who need information. Notices of new materials of general interest are posted or circulated. If a question can be answered quickly, it is done over the phone. If someone would like a group of materials to find out about a new development, the librarian may sit down with him/her and explain which part of the new development is best explained in detail by which material, or which material gives the best general overview. The client who comes for help to the law librarian, for instance, may know more than the librarian about the procedures of law, but the librarian knows more about the literature of law. The librarian may also give advice on the running of audio-visual equipment if this is necessary.

The librarian keeps up with current community activities of interest to the library's clients. On the bulletin board are posted notices of lectures, classes, exhibits, conferences, or recent legislation of interest. Sometimes the librarian will invite a speaker, show a film, or hold a discussion in the library.

In small libraries, the special librarian performs all of these tasks. In large libraries, he/she may have one or more helpers, or work as one member of a large staff.

Being a special librarian calls for a knack for detail and accuracy as well as curiosity about current happenings in a special field. A desire to help people is necessary as is courtesy, and frequently patience.

Places to Work

Most librarians in this country work in school libraries. Quite a few school libraries have media (films, tapes, etc.) specialists. Special librarians can be found in art, music, and law school libraries. They can also be found in large university libraries which might have special departments devoted to these subjects.

In addition to schools, special librarians might work in:

- Public libraries
- Churches
- Museums
- Television or film studios
- Government libraries
- Advertising agencies
- Law firms
- Private Business, such as
  Research and consulting
  Photography
  Sheet music publishing
  Book publishing
  Banking.

Education Takes Time

Nearly all special librarians need master's degrees in library science. They must have completed several years' study of librarianship after college. These studies often include some study of computer methods. Increasingly, libraries are cataloguing material by computer; the catalog is often shared by several libraries which are then able to exchange materials.

Special librarians focus their college studies in the area of special interest. Art librarians often have a degree in fine arts or art history. Law librarians often attend law school after they have completed four years of college. Map librarians have studied geography; music librarians hold a degree in music. Historians with some special library skills are called archivists. All librarians have some reading knowledge of foreign languages, which is helpful in their work. Most special librarians have two master's degrees -- one in their special subject area, and one in library science.

Though there are some jobs open for special librarians, mostly in urban areas, opportunities are not growing. Hopefully, as more and more businesses discover how valuable a special librarian's services can be, new libraries and new jobs will be created.

Sources of Additional Information

- American Library Association
  Office for Recruitment
  50 East Huron
  Chicago, Illinois 60611
- Music Library Association, Inc.
  343 South Main Street, Room 205
  Ann Arbor, Michigan 48108
- Special Libraries Association
  235 Park Avenue, South
  New York, New York 10003
- Challenging Careers in the Library World.
  Tanya Oakes. New York: Julian Messner, 1970.

APPENDIX
HUMANITIES OCCUPATIONS

Note

Consulting, Interpreting, and Librarianship are all narrowly defined for the purposes of this chart.

Consulting - Seeking or giving professional advice for a fee, rather than the day-to-day consultation which goes on between people who work together

Interpreting - Refers to that skill which enables a person to repeat words spoken in one language in another language. Translating, too, is used only as it applies to languages

Librarianship - Refers to that group of skills which mark the professional librarian rather than the reference skills which are useful in all Humanities occupations

OCCUPATIONS IN EDUCATION	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
College or University																				
Academic dean			•	•	•		•												•	
Alumni secretary			•														•			•
Dean of students			•	•														•		
Director, extension work			•															•		
Financial aids officer			•	•													•			
President, educational institution			•		•		•												•	
Department head	•	•	•		•														•	
Director of admissions			•															•		
Director of student affairs			•	•													•			
Director, summer sessions			•															•		
Registrar			•										•				•			
Scholarship counselor				•													•			

OCCUPATIONS IN EDUCATION	FUNCTION OR SKILL															PREPARATION				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Faculty member	●	●			●		●												●	
Instructor, extension work	●																	●		
Teacher, teacher's college	●	●					●												●	
Graduate assistant	●	●																●		●
Residence counselor				●													●			●
Foreign student adviser				●														●		
Director of placement			●	●														●		
Loan counselor			●	●													●			
Placement officer			●	●													●			
Affirmative action officer		●	●				●					●		●				●		
Secondary and/or Elementary																				
Counselor				●														●		
Director of guidance			●	●															●	

OCCUPATIONS IN EDUCATION	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Psychologist, school			•	•															•	
Director of guidance in public schools			•	•															•	
Social worker, school				•														•		
Principal			•															•		
Headmaster			•															•		
Superintendent, schools			•																•	
Educational therapist	•																	•		
Director, special education			•																•	
Teacher, blind	•																	•		
Teacher, deaf	•																	•		
Teacher, handicapped	•																	•		
Teacher, mentally retarded	•																	•		
Director, educational program	•		•		•													•		

OCCUPATIONS IN EDUCATION	FUNCTION OR SKILL														PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing	High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Supervisor, education			●	●													●		
Audiovisual specialist	●		●													●			
Director, experimental schools			●														●		
Educational specialist		●	●														●		●
Governess	●															●			●
Tutor	●															●			●
Instructor, correspondence school	●				●											●			●
Teacher aide	●														●				●
Secondary only																			
Teacher	●															●			
Department head	●		●														●		

OCCUPATIONS IN EDUCATION	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Elementary Only																				
Teacher, elementary	•			•													•			
Teacher, kindergarten	•			•													•			•
Other																				
Teacher, adult education	•																•			•
School librarian										•								•		•
The following occupations are related in similarity of training to those in education, but they have been omitted from this list because work does not take place in an educational institution.																				
Personnel workers																				
Employment counselors																				
Rehabilitation counselors																				
Director of Education for a service or industry																				

OCCUPATIONS IN HISTORY	FUNCTION OR SKILL														PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing	High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Historian		●			●	●								●				●	
Geneologist		●			●		●									●			
Historian, dramatic arts		●					●										●		
Director, state historical society		●	●		●												●		
Director, research (movies)		●					●										●		
Archivist		●	●							●							●		

Note: In history and the following social science occupations, the majority of practitioners are teachers. Teachers are covered in this chart under Occupations in Education. A limited number of opportunities also exist for researchers, writers, and editors for special projects and professional publications in each field. These positions require an educational background of at least a bachelor's degree plus appropriate writing or research skills.

OCCUPATIONS IN SOCIAL SCIENCE	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Anthropology																				
Anthropologist*		•			•									•					•	
Anthropologist, physical																				
Anthropologist, cultural																				
Archeologist																				
Archeological assistant																	•			•
Ethnologist																				
Ethnohistorian																				
Visual anthropologist																				
Linguist																				
Descriptive linguist																				
Comparative linguist																				
Philologist																				

*Other occupations in anthropology require the same skills as those indicated here.

OCCUPATIONS IN SOCIAL SCIENCE	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Anthropology																				
Applied anthropologist		•			•									•					•	
Urban anthropologist																				
Economics																				
Economist*		•					•							•					•	
Agricultural economist																				
Financial economist																				
Industrial economist																				
International economist, trade																				
Labor economist																				
Price economist																				
Regional economist																				
Tax economist																				

*Other economists require the same skills as those indicated here.

OCCUPATIONS IN SOCIAL SCIENCE	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Loctorate	Part-time Opportunities
Economics																				
Market research analyst		●			●									●				●		
Market research worker		●															●			
Manpower research and planning director		●	●															●		
Geography																				
Geographer*		●												●					●	
Physical geographer																				
Economic geographer																				
Political geographer																				
Regional geographer																				
Social geographer																				
Urban geographer																				

*Other geographers require the same skills as those indicated here.

OCCUPATIONS IN SOCIAL SCIENCE	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Geography																				
Cartographer		•												•			•			
Map Librarian										•								•		
Political Science																				
Political scientist		•			•		•							•					•	
International relations specialist																				
Director, polling or opinion survey		•	•				•							•				•		
Legislative aide		•			•												•			
Sociology																				
Sociologist		•			•		•							•					•	
Criminologist																				
Industrial sociologist																				

OCCUPATIONS IN SOCIAL SCIENCE	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Sociology																				
Penologist*		•			•		•							•					•	
Rural sociologist																				
Social pathologist																				
Urban sociologist																				
Demographer																				
Organizational sociologist																				
Family sociologist																				
Intergroup sociologist																				
Political sociologist																				
Industrial sociologist																				
Medical sociologist																				
Religion sociologist																				

*Other sociologists require the same skills as those indicated here.

OCCUPATIONS IN SOCIAL SCIENCE	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Sociology																				
Sociological methodologist		•			•		•							•					•	
Research worker, social welfare		•			•													•		
Director, polling or opinion survey		•	•				•							•				•		

OCCUPATIONS IN LANGUAGES	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Philologist		●			●									●					●	
Etymologist																				
Scientific Linguist		●			●									●					●	
Interpreting and Translating																				
Interpreter									●								●			
Translator		●			●			●										●		
Miscellaneous																				
Writer, news or script, foreign					●			●									●			

Note: The majority of people working in this field are language teachers. See Occupations in Education.

OCCUPATIONS IN LAW	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Lawyers																				
Lawyer*		●			●		●					●	●	●					●	
Lawyer, criminal																				
Claim attorney																				
District attorney																				
Insurance attorney																				
Lawyer, admiralty																				
Lawyer, corporation																				
Lawyer, patent																				
Lawyer, probate																				
Lawyer, real estate																				
Title attorney																				
Solicitor, city or state																				

*Other lawyers require the same skills as those indicated here.

OCCUPATIONS IN LAW	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Lawyers																				
Tax attorney		●			●							●	●	●					●	
Lawyer, copyright																				
Bar examiner																				
Judges																				
Judge		●	●		●							●	●	●					●	
Magistrate																				
Other																				
Appeals reviewer		●											●	●					●	
Patent agent		●																●		
Title supervisor			●																	
Law clerk		●			●													●		
Title examiner		●																		

OCCUPATIONS IN LAW	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Law librarian										●								●		
Paralegal		●														●				
Occupations related to law:																				
Legislator																				
Legal secretary																				
Court reporter																				

OCCUPATIONS IN MUSEUM WORK	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Director			•																•	
Registrar			•															•		
Curator		•	•		•									•					•	
Assistant curator		•	•															•		
Museum technician																•				
Armorer technician																•				
Conservator		•																•		
Dioramist																•				
Preparator																•				
Taxidermist																	•			
Ceramic restorer																•				
Restorer, lace and textiles																•				
Educational director			•															•		

OCCUPATIONS IN MUSEUM WORK	FUNCTION OR SKILL														PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing	High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Instructor, guides	●															●			●
Supervisor, historic sites			●														●		
Research assistant		●			●											●			

OCCUPATIONS IN RELIGION	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Clergyperson: minister, priest, rabbi	•		•	•	•													•		
Missionary																				
Director, religious activities			•															•		
Director, religious education	•		•															•		
Parish worker				•												•				
Religious brother or sister																				
Functions differ according to religious order joined.																				
Educational requirements also vary according to the order, but most require completion of high school.																				
Church or temple administrator			•													•				
Philosophers (often but not necessarily associated with religion - most are teachers)		•			•									•					•	

HUMANITIES LIBRARIANSHIP	FUNCTION OR SKILL															PREPARATION NECESSARY				
	Teaching	Research	Administration	Counseling	Writing	Editing	Consulting	Translating	Interpreting	Librarianship	Criticizing	Counseling (legal)	Litigating	Analyzing		High School	Bachelor's	Master's or Equivalent	Doctorate	Part-time Opportunities
Special Librarian										●										
Art librarian																				
Law librarian																				
Map librarian																				
Media librarian																				
Music librarian																				

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